



Received: 29-12-2022  
Accepted: 09-02-2023

## International Journal of Advanced Multidisciplinary Research and Studies

ISSN: 2583-049X

### Special Education in Poland

Michalina Wojtasz

Wyższa Szkoła Bezpieczeństwa z siedzibą w Poznaniu, Poland

Corresponding Author: Michalina Wojtasz

#### Abstract

The article discusses the main concepts of special pedagogy, its aims and methods. Special pedagogy is a branch of pedagogy dealing with a person who requires support and assistance in overcoming various difficulties impeding his/her development and social functioning. The main task of special pedagogy is to create the theoretical and methodological basis for the processes of revalidation and re-socialisation. In terms of content, the right to education means that everyone has the right to receive education that is free of charge and that meets the required standards. The content of education is to be determined by the state, which is responsible for ensuring that it is accessible to everyone. The aim of this study is to identify problems in early childhood education and care in Poland compared to other EU. The study is based on an analysis of the latest statistical data from Eurostat and the OECD. The assessment process for special education can be difficult for parents to

navigate. The statement on the need for special education determines the most beneficial form of education for the child and the forms of special assistance that will be provided. This does not mean that the child will be sent to a special school, but only that the program and form of education at the chosen school can be adapted to the child's needs and abilities. The lack of access to education, learning and vocational training for children who are not fully able-bodied has far-reaching consequences, both for the individual and for society as a whole. This paper discusses the importance of providing early contact with peers for children with disabilities in order to increase their chances of being properly socialized. It also highlights the social costs of segregated education and the importance of psychological and pedagogical support for pupils with special educational needs.

**Keywords:** Special Pedagogy, Physical Disabilities, Therapeutic Pedagogy, Revalidation, Re-Socialisation, Special Education

#### Introduction

Special pedagogy is the branch of pedagogy that deals with a person who requires support and assistance in overcoming various difficulties that hinder their development and social functioning. The primary task of special pedagogy is to provide the theoretical and methodological basis for the processes of revalidation and re-socialisation. Revalidation is a whole set of undertaken and structured actions aimed at restoring a disabled person (also intellectually disabled) to as full an ability as possible. It is an educational, therapeutic and upbringing process with planned goals, taking into account theoretical knowledge and action aimed at a disabled person. Improvement of disturbed developmental and intellectual functions. Re-socialisation, on the other hand, is the process of modifying the personality of a social individual in order to adapt him/her to life in a given community, and in a narrower sense in society. It consists in the shaping of social norms and values in the individual through appropriate measures, which he or she did not have the opportunity to assimilate earlier during socialisation. At the same time, the aim of re-socialisation is to make the individual give up the rules of action he or she has acquired so far, which contradict the axionormative system of the community. Special pedagogy can be divided into specific sections. These are oligophrenopedagogy, which is the education of people with intellectual disabilities; typhlopedagogy, which is the education of people with visual dysfunctions (including the blind and the blind); and surdopedagogy, which is the education of people with hearing dysfunctions (including the deaf and the dumb). Therapeutic pedagogy includes support and assistance for people with physical disabilities but also chronic and incurable illnesses. It includes organising an educational process that would allow the most effective acquisition of knowledge due to the health condition. There is also a branch of special pedagogy that deals with the organisation of the learning process for people with exceptional talents. In this case, the pedagogue's task is to select teaching methods so that the pupil not only learns the material, but also develops in his or her chosen field. He or she should be encouraged to take part in competitions, Olympiads, and should be given access to materials that will allow him or her to improve and expand the knowledge acquired in lessons. <sup>[1]</sup> Por: Lipkowski Oskar Z. *Pedagogika specjalna*. Warszawa 1985, s. 173.

., *Pedagogika specjalna*. Warszawa 1977, s. 8.

Za: Dykcik W., *Pedagogika specjalna*. Poznań 2001, s. 24.

A special educator is a person who works with a specific group of people: either they are people with specific difficulties and dysfunctions, or they are exceptionally gifted people. Regardless of their intellectual potential, each of them requires an individual approach from the teacher, the therapist. A special educator must have qualities such as empathy, willingness to help and support, interest in people and their difficulties, tolerance, creativity, patience and assertiveness. To become a special educator, you need to be qualified to teach remedial or re-socialisation classes. It is best to study pedagogy (e.g., special education) or a related field, e.g., psychology, social studies, and complete a course in pedagogical preparation. Then it is advisable to specialise, i.e., go for a course or postgraduate studies in special pedagogy, corrective pedagogy, oligofrenopedagogy, tylfopedagogy, surdopedagogy, pedagogical therapy or related fields. Each type of disability has a separate way of support. For pupils with intellectual disabilities, it is enabling them to learn at their own pace, setting goals in line with the pupils' abilities, praise for their efforts, constant supervision; for pupils with motor disabilities it is removing architectural barriers that prevent mobility in the school, adapting the pupil's workstation so that they can undertake various activities independently. During the teacher's work with the pupil with ADHD, the teacher has to get to know the specific reactions and behaviour of the child, he/she should help to establish peer relationships, organisation of the space (order, limitation of stimuli), effective communication (short instructions), repetition of daily duties (routine), consistency in behaviour, establishment of obligatory norms and rules, educational work with the whole class.<sup>[2]</sup> nowa era.pl Autor: Katarzyna Rygiel

In late 1919 and early 1920, thanks to the efforts of Maria Grzegorzewska, the Ministry of Public Health launched a one-year seminar course for teachers of mentally handicapped children in Warsaw. In 1921, the first academy was established, the State Seminar of Special Pedagogy, whose subsequent activities set the directions of theoretical and practical work for many years for the newly formed scientific field that was special pedagogy. The Seminar, together with the State Phonetic Institute, formed the foundation of the established in 1922. State Institute of Special Pedagogy. Under the direction of Maria Grzegorzewska, the Institute developed many innovative methods of recognising and diagnosing the needs of disabled people, specific forms and methods of teaching and upbringing, and effective strategies for working with their families. Among the most well-known forms, still in use today, developed by PIPS is the method of the so-called "work centres" - based on the system of "centres of interest" developed at the beginning of the 20th century by the Belgian physician and educator Ovide Decroly. Maria Grzegorzewska participated in most of the activities for the development of special pedagogy in Poland and worldwide. Prior to the establishment of the State Institute of Special Pedagogy, clear activities for the education and upbringing of disabled individuals could be observed, although the name 'special pedagogy' was not commonly used. Among the most important developments, which were of considerable importance for its later development, were the following for example, during the annexations, the

establishment of a school for the mildly mentally handicapped in Poznań in 1896, in 1907 the establishment of an institution for the mentally handicapped by the Warsaw magistrate and the establishment of the Polish Society for the Study of Children on the initiative of, among others, Jan Władysław Dawid and Aniela Szycówna, and the establishment of an "institution for children with mental retardation" in Kraków by Professor Jan Piltz in 1912. Also in the post-war period, the introduction of the "Decree on Compulsory Schooling" covering also mentally handicapped children if there is a special education establishment in the locality, the organisation of the National Teachers' Convention, where numerous speakers addressed the problem of education and upbringing of the handicapped. On 17 March 1921, the March Constitution came into force, which in articles 102, 103, 118, 119, 120 protected the rights to care and protection also of disabled children. An important role for the development of special education during the First World War was played by Józefa Joteyko, who, during her stay in France, created the first blueprints for the organisation of a comprehensive system of upbringing and education for disabled children in free Poland. In 1924, the Special Education Section was established under the leadership of Maria Grzegorzewska. The main tasks of this section were to theoretically deepen teachers' knowledge of special pedagogy and to show the care needs of handicapped children, improving teaching and upbringing methods for handicapped children, and taking care of the material and legal needs of special school teachers. In December 1924, the first issue of the journal *Special Pedagogy* was published, which is still published today by the Academy of Special Education. In December 1925, the First Polish Congress of Special School Teachers took place. The participants demanded the drafting of a law on the system of special education and the preparation of a programme for the development of a network of special schools. Almost 10 years later, during the Second Congress of the Teachers' Association of Special Schools, in 1934, a highly critical reference was made to the achievements of that decade. It was stated that the existing network of special institutions met only 12% of the actual social needs in this area. By the end of the interwar period, no systemic solution had been found to the problem of education and upbringing of the disabled, but it was nevertheless an extremely important period for the development of post-war pedagogy. Among other things, the State Institute of Special Pedagogy has contributed to the standardisation of Western cognitive diagnostic tools, e.g., Binet and Simon and Terman tests. Thanks to him, the Outpatient Clinic for Therapeutic Pedagogy was founded and the first programme of special education for mentally handicapped children in Poland was developed under the direction of Michał Wawrzynowski. According to Maria Grzegorzewska, the most important aims and tasks of special pedagogy are the humanitarian aim, which consists in helping the handicapped individual to fulfil his or her life tasks, and in pointing out to society the right of every handicapped individual to participate in society within the limits of his or her strengths and possibilities, the functional purpose, which is the optimum development of the individual, the strengthening of his physical and mental strengths and the compensation of deficiencies, and the social purpose, which is the integration of the handicapped into society and the overcoming - as far as possible - of the isolation which threatens individuals

with inhibitions and disorders, the economic purpose, i.e. the preparation of the handicapped for professional work and thereby relieving society of the burden of services for the care of the handicapped. Through the Second World War, children were deprived of their right to love, respect and education. Nazi Germany's policies sowed hatred towards people with disabilities. During this time, there was a significant regression in special pedagogy. Special schools were abolished, psychiatric hospitals were closed, etc. Between 1939 and 1945, the clandestine system of teaching and education expanded. Most special educators during this period devoted themselves to the secret teaching of non-disabled children. The activities for the handicapped during this period were largely, caring activities, protecting life, providing a meal or shelter. Maria Grzegorzewska was also involved in the secret teaching of handicapped children from 1 November 1939 to 1 August 1944, and throughout the occupation organised help for children affected by the war. After the Second World War, the world of special education was returning to 'normal'. Academic work and research are developing again. In addition, specialised journals and institutions for people with disabilities were established in almost all countries. An innovative solution at the time was the introduction of special kindergartens and institutions for the highly mentally disabled into the educational system. 1970 was a landmark year for Polish special education. The State Institute of Special Pedagogy was transformed into a higher vocational school. As a result, already in 1975, the first masters in special education received their diplomas. At the end of the 20th century, special pedagogy was one of 92 fields of study established by the General Council for Higher Education. On 1 September 2000, the WSPS was transformed into the Academy of Special Pedagogy. <sup>[3]</sup> Por.: Pańczyk J. *Pedagogika specjalna w Polsce u progu XXI wieku*, [w:] Dykciak W. (red.), *Pedagogika specjalna*. Poznań 2001, s. 95.

Balcerek M., *Szkolnictwo specjalne i pedagogika specjalna w pierwszej połowie XX wieku*, [w:] *Dzieje szkolnictwa i pedagogiki specjalnej*, pod red. S. Mauersberga. Warszawa, 1990, s. 215-216.

In Poland, the right to education is found in the Constitution and is protected in terms of human rights. The right to education is also set out in the Act of 7 September 1991 on the educational system, where we read "Oświata w Rzeczypospolitej Polskiej stanowi wspólne dobro społeczeństwa; kieruje się zasadami zawartymi w Konstytucji Rzeczypospolitej Polskiej, a także wskazaniami zawartymi w Powszechnej Deklaracji Praw Człowieka, Międzynarodowym Pakcie Praw Obywatelskich i Politycznych oraz Konwencji o Prawach Dziecka" which means that Education in the Republic of Poland is the common good of society; it is guided by the principles contained in the Constitution of the Republic of Poland, as well as by the indications contained in the Universal Declaration of Human Rights, the International Covenant on Civil and Political Rights and the Convention on the Rights of the Child. Pursuant to Article 1. of the Act on the Educational System - the educational system ensures, in particular, the realisation of the right of every citizen of the Republic of Poland to education and the right of children to upbringing and care appropriate to their age and achieved development; adaptation of the content, methods and organisation of teaching to the psychological and physical capabilities of students, as well as the possibility of

benefiting from psychological care and special forms of didactic work; the possibility for children and young people with disabilities to receive education in all types of schools in accordance with their individual development and educational needs and predispositions. In Poland, education is compulsory until the age of 18. For pupils with various disabilities, the possibility is created to extend compulsory education to the age of 16 at primary school level, to 21 at lower secondary school level and to 24 at upper secondary school level. Children and adolescents who are in health care institutions and social welfare homes are provided with compulsory education. It is fulfilled by organising - depending on the needs - special pre-school divisions, school divisions, class teams or special pre-schools, primary schools, middle schools and secondary schools. Individual teaching is a form of compulsory schooling that can be carried out, in exceptional situations, in the place where the child is staying: in the family home, foster family, foster care centre, social care home, etc. The individual teaching and upbringing of children and adolescents is organised by the special school or public mainstream school in whose district the child lives. "At the request of the parents, the headmaster of the public primary or lower secondary school in whose district the child lives may allow the child to fulfil compulsory education outside school and determine the conditions for its fulfilment" Article 16(8) of the Education System Act. It is up to the child's parents or guardians to choose the appropriate form of education and upbringing. <sup>[4]</sup> Gasik W. *Szkolnictwo specjalne w latach wojny i okupacji (1939-1945)*, [w:] *Dzieje szkolnictwa i pedagogiki specjalnej*, pod red. S. Mauersberga. Warszawa, 1990, s. 102-104.

*Szkolnictwo specjalne w latach wojny i okupacji (1939-1945)*, [w:] *Dzieje szkolnictwa i pedagogiki specjalnej*, pod red. S. Mauersberga. Warszawa, 1990.

Unfortunately, despite everything, early childhood education and care as a stage of education is neglected in Poland compared to other European countries. Currently, in the 28 EU countries, children under the age of six account for 6.3% of the population. The highest percentage is recorded in Turkey (9.9%) and the lowest in Germany (5.0%). The rate in Poland is 6.4%. Unfortunately, a downward trend is predicted until 2030. Europe is the world region with the largest population of people aged 65+ (43.2%). This means that the majority are older people. Polish politicians focus on this group, which affects children, including children with disabilities. In most EU countries, special staff training for working with children with special needs is mandatory. For example, in countries such as Denmark, Spain, France, Austria, Slovenia and Belgium, for example, all staff working with children have such competences. Special educators in Poland have been advocating for a long time, especially in the context of the Convention on the Rights of Persons with Disabilities, which has been ratified and the right to ensure access to inclusive education for children and young people with disabilities is enshrined in it. The analyses show that psychologists and speech and language therapists are the most frequent providers of assistance. Legal norms sort out a number of educational and rehabilitation problems for children and young people with disabilities, but the conditions for making the right provisions in the law a reality are often a barrier. For

example, in the case of education, this mainly concerns the premises and their equipment, but also the preparation of appropriate staff to care for the disabled child.<sup>[5]</sup> Bachmann W. „Integracja osób niepełnosprawnych – możliwości i granice” w: Szkoła Specjalna nr 2, 1995 Firkowska-Mankiewicz A., Jakość życia rodzin z dzieckiem niepełnosprawnym, Psychologia Wychowawcza, nr 2, tom XLII, 1999

When it came to universities, people with disabilities had to overcome two main difficulties. Firstly, they had to overcome the image of a person with a disability as a participant only in special education and to gain access to exclusive goods, which was higher education, because it was considered a higher good that not everyone can experience. Currently, however, the growth rate in the group of students with disabilities is higher than in the group of healthy students. Considering the type of universities where people with disabilities continue their education, the most frequently selected higher education institutions are: universities - 34%, higher technical universities - 14.5%, economic universities - 13.3%. Polish and western advocates of an inclusive approach present a vision of a school that is able to educate all students, regardless of their background, learning difficulties, abilities or disabilities. Increased educational needs are financed for the most part by an educational subvention, and more correctly: the educational part of the general subvention, calculated for each local authority on the basis of the Regulation of the Minister of National Education on the manner of dividing the educational part of the general subvention for a given financial year. However, none of the provisions indicate or ensure that the subsidy from the state budget is to cover the educational expenses of local authorities in their entirety. It constitutes one of the sources of funding for these tasks alongside other income. For a pupil with a disability, the amount of the subsidy is supplemented additional amount, resulting from the type of disability: it represents from 1.4 to 9.5 times the base rate per pupil. Parents of children with disabilities are also overwhelmingly satisfied with the schools their children attend, although it should be noted that many have a history of changing educational institutions. At the same time, an analysis of the educational pathways of pupils with disabilities shows that, in practice, the situation is not so optimistic. This is mainly evidenced by the gradual transition of UAN from inclusive to segregated education. According to the provisions of the law, any person with a secondary school certificate may study. This is guaranteed by the Constitution of the Republic of Poland (Article 70(1)). In practice, the motivation of persons with disabilities to become active in higher education is not enough. Barriers faced by persons with disabilities in accessing education are identified in the areas of the level of teaching in schools, which is insufficient to meet the requirements for enrolment; the low level of awareness of the potential of persons with various types of dysfunctions among university staff, unequal access to universities in different regions of the country and the low material status of the families of people with disabilities. Each year, the Minister of National Education, on the basis of the provisions of the Education System Act (Article 35(2) (1)), establishes the basic directions for the implementation of the State's educational policy in a given school year. It specifies in it the basic directions for the implementation of the state's educational policy by school superintendents, in

particular the tasks of pedagogical supervision. It seems that while legal regulations seem to fully secure the conditions for the realisation of the right to education of children and young people with disabilities, in reality there are difficulties in realising these guarantees. It should be borne in mind that access to education is an important tool for integration, but the conditions for its realisation vary depending on the current policy, history and economic situation of the country, and often for a variety of reasons inappropriate integration can result in the double exclusion of a child with a disability.<sup>[6]</sup> Byra S. (2012), Doświadczanie trwałej niepełnosprawności ruchowej a przeżywanie szczęścia: zarys problematyki, „Niepełnosprawność i Rehabilitacja”, 3, s. 37-54.

What is the special education assessment process like? In order for a child with a disability to be educated, parents must obtain an evaluation of the need for special education from the district psychological-educational counselling centre. First, the parent applies to the counselling centre for an evaluation. They enclose any documents that prove the child's disability (medical certificates, results of psychological examinations, etc.). The certificate is issued by the assessment team after a hearing in which the parents can participate. If they do not agree with the decision, they have the right to appeal against it to the school superintendent within 14 days of receiving the decision. The statement on the need for special education in theory determines the most beneficial forms of education for the child (type of school) and the forms of special assistance (stimulation, revalidation, therapy, improvement). It does not mean that the child is sent to a special school, but only that the programme and form of education at the chosen school can be adapted to the child's needs and abilities. The final decision on the choice of school (kindergarten) for the child belongs to the parents, so we do not have to agree to place the child in a special school or to individual teaching if we think that the child will do well in an integrated school. In this situation, we must appeal the decision. The child's classes include an individual, child-specific programme of between 4 and 8 hours per month. The classes are conducted with the child and his or her family, and for three-year-olds also in groups of 2 or 3 children. The location of the classes is agreed with the parents by the centre's director and can also be the family home. The condition for taking advantage of this form of learning is to obtain an opinion on the need for early development support from a psychological-educational counselling centre. A child with a disability between the ages of 3 and 6 has the right to attend kindergarten like his or her able-bodied peers, and a 6-year-old must have one year of pre-school preparation (so-called pre-school) at a kindergarten or school. However, if the child is in special education, the stay in kindergarten can be extended until the age of 10. Until that time, the child's compulsory schooling is also postponed. A prerequisite for enrolling a child in kindergarten is a special education certificate. A child with a disability has the right to be educated in all types of schools (mainstream, integrated, special, etc.). His or her education can be extended until the age of 18 at primary school level, until the age of 21 at lower secondary school and until the age of 24 at upper secondary school. If guardians have problems finding a suitable school for their child, they can ask for help from the municipality or commune office where they live, as it is the responsibility of the local authority (municipality or district)



to provide a suitable form of education. Individual tuition is provided for children who are ill and whose health makes it impossible or very difficult for them to attend school. This form of teaching is intended for pupils who are seriously ill, severely traumatised after accidents, after operations. Therefore, a pupil with a disability should be taught individually only because of his/her illness and not because of his/her disability. Individual teaching is organised by the headmaster of the school at the request of the parents and after the parents have obtained an individual teaching certificate from the counselling centre. A very good thing for carers is that the municipality must provide the disabled child with free transport and care during transport to the nearest school, or reimburse the cost of the pupil and carer if the transport is provided by the parents. <sup>[7]</sup> Poradnia.pl ore.edu.pl

Lack of effective access to education, learning and vocational training, especially for children who are not fully able-bodied, has far-reaching consequences, both for the individual and for society as a whole. Access to education is an important tool for inclusion or exclusion. In particular, providing early contact with peers increases the chances of children with disabilities to be properly socialised. The social costs of segregated education are very high, as children and young people with disabilities do not have the chance to function normally, compete and develop with their peers. This reduces their social skills and often results in their failure to pursue higher education, and the qualifications they obtain are not sufficient to enter the open labour market. However, it is important to remember that the psychological and pedagogical support provided to pupils with special educational needs can take many different forms. It gives pupils the opportunity to develop in school according to their needs and abilities, to overcome difficulties and to acquire new skills. The cooperation of the support team with parents plays an important role in this process. The sharing of tasks, the exchange of observations about the child's functioning at school and at home and constant contact make the support measures taken more effective. <sup>[8]</sup> Autor: Monika Muzolf, psycholog  
file:///C:/Users/HP/Downloads/TEMJournalFebruary2022\_37\_43.pdf

**Special pedagogy:** A branch of pedagogy whose primary interest is the individual requiring support and assistance in overcoming a variety of difficulties that impede his or her development and social functioning  
intellectual disabilities

**Revalidation:** The whole of the actions undertaken and systematised to restore a person with a disability (including intellectual disabilities) to his or her full potential. It is an educational, therapeutic and upbringing process with planned goals, taking into account theoretical knowledge and action aimed at a disabled person

**Re-socialisation:** The process of modifying the personality of a social individual in order to adapt him or her to life in a given community, or, more narrowly, in society. It consists in the shaping of social norms and values in the individual through appropriate measures, which he or she did not have the opportunity to assimilate earlier during socialisation. At the same time, the aim of re-socialisation is to make the individual give up the rules of action he or she has acquired so far, which contradict the axionormative system of the community.

**Oligophrenopedagogy:** or pedagogy of people with

intellectual disabilities, is a branch of special education. The pedagogy of people with intellectual disabilities consists of the revalidation of students - these are activities that aim to restore the person with a disability to as much function as possible. The result of oligophrenopedagogy should be the most extensive development of the student and preparation for functioning in society.

**Typhlopädagogik:** A branch of special pedagogy dealing with the upbringing, education, therapy and rehabilitation of blind and visually impaired people in educational institutions (including inclusive ones) and specialist clinics.

**Surdopedagogik:** A branch of special pedagogy. It deals with the teaching and upbringing of deaf and hard-of-hearing people, as well as their families and surroundings. In addition, it also includes prevention, diagnosis and counselling for people at risk.

**Therapeutic pedagogy:** pedagogy for chronically ill and mobility-impaired people in inpatient and integrated facilities for children and young people, as well as in specialised rehabilitation and palliative care centres.

**Physical disabilities:** A condition of a person who is in a situation of reduced motor capabilities of the body. This is usually associated with various injuries to the limbs. The impairment may result from developmental changes during the foetal period, diseases, accidents and other factors that may affect the structure of the body and the function of its various parts.

**Chronic illnesses:** Disease characterised by long duration and slow progression of lesions.

## References

1. Por: Lipkowski O. Z. *Pedagogika specjalna*. Warszawa (1985, s. 173). *Pedagogika specjalna*. Warszawa (1977, s. 8.) Za: Dykcik W., *Pedagogika specjalna*. Poznań, 2001, 24.
2. Nowa era.pl K. Rygiel
3. Por Pańczyk J. *Pedagogika specjalna w Polsce u progu XXI wieku*, [w:] Dykcik W. (red.), *Pedagogika specjalna*. Poznań, 2001, 95.
4. Balcerek M. *Szkolnictwo specjalne i pedagogika specjalna w pierwszej połowie XX wieku*, [w:] *Dzieje szkolnictwa i pedagogiki specjalnej*, pod red. S. Mauersberga. (Warszawa, 1990, 215-216.
5. Gasik W. *Szkolnictwo specjalne w latach wojny i okupacji (1939-1945)*, [w:] *Dzieje szkolnictwa i pedagogiki specjalnej*, pod red. S. Mauersberga. (Warszawa, 1990, 102-104.
6. *Szkolnictwo specjalne w latach wojny i okupacji (1939-1945)*, [w:] *Dzieje szkolnictwa i pedagogiki specjalnej*, pod red. S. Mauersberga. Warszawa, 1990.
7. Bachmann W. *Integracja osób niepełnosprawnych – możliwości i granice* w: *Szkoła Specjalna* nr 2, 1995.
8. Firkowska-Mankiewicz A, *Jakość życia rodzin z dzieckiem niepełnosprawnym*, *Psychologia Wychowawcza*, nr 2, XLII, 1999.
9. Byra S. *Doświadczenie trwałej niepełnosprawności ruchowej a przeżywanie szczęścia – zarys problematyki*, „*Niepełnosprawność i Rehabilitacja*. 2012; 3:37-54.
10. poradnia.pl
11. ore.edu.pl
12. Autor: M. Muzolf, psycholog.
13. file:///C:/Users/HP/Downloads/TEMJournalFebruary2022\_37\_43.pdf