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Preventive and educational support for students with special educational needs in an inclusive education as perceived by teachers

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Abstract

The aim of the research was to collect the opinions of teachers teaching in grades I-III of public primary schools about the educational and preventive support forms, methods and techniques implemented in schools and its effectiveness in preventing and eliminating inappropriate behaviour of disabled and non-disabled students.

Empirical material was collected using Questionnaire for Teachers: Educational and preventive support in inclusive education and involved 62 teachers working in public primary schools in the Lublin Voivodeship.

The research indicated which, according to teachers, educational and preventive activities implemented in schools are appropriate in working with students, as well as which forms of support are the least and most effective in educational work with non-disabled children and their disabled peers.

Keywords: educational and preventive support, behavioural problems, disabled students, inclusive education.

Introduction

The school is an educational institution dealing with the education and upbringing of children and young people, in accordance with the goals, tasks, edu-

cational concepts and programs adopted in society, and achieving these goals is possible only with the active participation of properly prepared teaching staff.

School is the second most important educational environment after the family, being a carrier not only of knowledge, but also of norms, rules and socializing values. School is the centre of development of desired social and professional competences, socially accepted patterns of behaviour, ability to cope with life and impact on the surrounding reality. Without participation in the school education process, it would be difficult to prepare young generations for conscious and rational social participation (Okoń, 2007; Cęcelek, 2020).

It is here that children and young people gain knowledge and experience, develop skills, learn to coexist and cooperate with others, compare themselves against their peers, and develop skills needed in life, both cognitive and emotional and social. It is therefore important that the school creates appropriate, favourable conditions for the intellectual, emotional and social development of each student (Wosik-Kowala, 2019).

Nowadays, the school is expected to be an upbringing institution that protects the individuality of the student, helps him/her manage his/her own development and strive for self-fulfilment, prepares him/her for the above-mentioned valuable participation in social life, and the teacher, especially the class teacher, is mainly responsible for the effects of the educational process (Wosik-Kowala, 2018).

Every teacher, taking responsibility for the education and upbringing of students at school, must also be aware that various types of educational difficulties occur constantly in family life and school practice. It is the result of emerging obstacles and failures in the family and in the teaching and educational process carried out in schools. These difficulties are usually related to the subject and object of the upbringing process and the problems that a child or young person creates at home for parents and at school for teachers and educators in the objective process of general intellectual, social and psychological development (Kunowski, 2005, p. 18).

If we want to learn about the specific nature of the school, its resources and needs, and, above all, the individual problems of people within the school environment, we must recognize the conditions in which members of the school community function. An essential tool here is a reliable diagnosis, which not only allows for the assessment of the facility's potential, but also prevents the risk of unnecessary and inappropriate actions and, moreover, makes it easier to identify an effective solution. Every child, in the face of dynamic changes and escalation of risky behaviour, needs attention and educational influence on a daily basis and should be surrounded by appropriate care from adults. This is the idea behind the school's educational and preventive program, which aims to support the development process aimed at achieving full maturity by a young person in

four spheres: physical, social, mental (intellectual and emotional) and spiritual. Planning educational and preventive activities, which are ultimately intended to serve the development of students, must be based on reliable foundations resulting from research conducted at school. It is therefore necessary for the school to receive feedback on the activities carried out, both in the context of their effectiveness – especially meeting the expectations of the people to whom they are addressed – as well as supporting and improving these activities. When planning educational and preventive activities, an educational institution must have information about its students, covering a wide range of their school, family and personal problems. A common vision, clarity of school rules and focus on teaching and reinforcing positive behaviours facilitate a positive school and classroom climate (Gaś, 2006, s. 22; Borowik, 2018; Tabacaru et al., 2022).

Therefore, each school is obliged to prepare an educational and prevention program, including supporting development and shaping socially expected attitudes, prevention addressed to the entire community students and to groups at increased risk, as well as corrections including prevention addressed to groups at increased risk, who showed signs of dysfunctional behaviour (Chałupniak, 2014).

Therefore, in addition to its basic functions, the school should be oriented towards helping, supporting and advising students, but also other entities of the educational process and partners of everyday school interactions – teachers and parents. Teachers who are sensitive to students' dilemmas, questions and doubts, problems, difficult and crisis situations, have the opportunity to notice their symptoms in everyday relationships, provide support to their students in many situations and react in an appropriate way and at the right time (Piorunek & Werner, 2014).

A necessary condition for the effective action of every teacher is to have specific personality traits and skills needed in contact with the student, such as awareness of oneself and one's value system, experiencing and showing feelings, performing role models for students, interest in people and social matters, clear ethical principles or sense of responsibility. However, among the conditions that have a significant impact on the process of supporting students in their development, the most important are empathy, warmth and caring, openness, positive attitude and respect for the supported person, and specificity (Gaś, 2001, p. 17).

The educational and teaching process depends both on the teacher, his beliefs, the way he communicates with children and young people, but also on the students themselves. However, the mature personality of the teacher seems to be a factor determining upbringing and teaching, but also, apart from parents, it also influences the student's attitude, worldview and the choice of the most important values (Więckiewicz, 2023).

Maintaining a positive and inclusive school climate is another important role of the teacher, which is developed and maintained in a safe, positive and mutu-

ally respectful environment, which has a direct impact on students' academic performance and social life. Therefore, the mission of every teacher at school should be to contribute to achieving perfect harmonization of the cognitive side with the affective, behavioural, attitudinal and social sides (Elias & Weissberg, 2000, Dumitru, 2023).

Therefore, in everyday school life, apart from teaching functions, teachers perform a number of support and advisory functions, and their influence is related to training, coaching, mentoring, and various forms of therapy, which become components of broadly understood assistance in the student's development (Piorunek&Werner, 2014, Borowik, 2018).

Managing behaviour in the classroom is a key skill for teachers, yet teachers often emphasize that they are ill-equipped to respond effectively to student behaviour. Professional teacher education in classroom behaviour management is continually needed to support teachers in implementing evidence-based classroom management practices. Factors hindering the implementation of appropriate interactions may include, first of all, the inability to lead a diverse group of students, the inability to design educational interventions that ensure students' academic success and promote positive social bonds, and the inability to correctly diagnose students' behaviour and make diagnostic conclusions in this regard. Thus, professional development is an important element in guiding implementation research, as well as a valuable opportunity for teachers to fill gaps in their knowledge and practice (Charland, 2006; Meiers, 2008; Kretlow et al., 2011; Aiello&Sharma, 2018; Paramita et al., 2020; Kausar et al., 2023).

An important issue is therefore the search for ways to effectively influence students' individual attitudes towards risky behavior in school conditions and to shape appropriate behaviors and behavioral reactions in a changing social environment. This cannot be achieved when traditional delivery methods are used (talks, lectures, lectures, films, leaflets and other information materials), in which students' activity is reduced to passive listening, reading and/or watching. This interactive, activating methodology of conducting classes is the key to effective therapy. A classic example of the use of interactive methodology is when the teacher initiates students' work in small task groups. Activating teaching and learning methods are based on similar principles, including: the project method (Brudnik, 2012) and many other methods of actively conducting classes, e.g. the method of discussion, role-playing, analyzing and solving problems, small group discussion and activities, role plays, practical projects, videos and stories depicting real life situations, as well as techniques to facilitate self-reflection and active engagement of participants. Using this methodology is possible when the classes are dominated by two-way teacher-student communication and an open communication style of the participants based on mutual trust and openness (Borowik, 2018; Ostaszewski, 2019).

Research Aim and Question

The aim of the research was to collect the opinions of teachers teaching in grades I-III of public primary schools about the educational and preventive support forms, methods and techniques implemented in schools and its effectiveness in preventing and eliminating inappropriate behaviour of disabled and non-disabled students.

The research issues refer to answers to the following research questions:

1. According to teachers, what actions does the school take to prevent and eliminate student problem behaviours, and which are the most necessary when working with non-disabled and disabled students?
2. According to teachers, are the knowledge and educational competences of teachers working in public institutions sufficient to implement preventive and educational programs with non-disabled and disabled students?
3. What materials are used by teachers to prepare educational and preventive action plans?
4. According to teachers, what forms of support, methods and techniques to prevent and eliminate inappropriate behaviour are used in schools and which of them are the most effective in working with non-disabled and disabled students?

Research Method and Sample Characteristics

The analyses undertaken were based on empirical material collected using an original Questionnaire for Teachers: Educational and preventive support in inclusive education. This questionnaire consists of an information sheet (5 questions) and specific questions (10 questions, 8 of which were multiple choice, also giving respondents the opportunity to provide their own answers). This allowed for analyses of teachers' responses without suggestive direction or prompting.

The research involved 62 (100%) women working in public primary schools in the Lublin Voivodeship.

The data obtained indicate that 62 respondents (100%) have master's degrees – of which 12 (19,35%) of respondents have qualifications in the field of early school education, 28 (45,16%) teachers have qualifications in the field of special education and 22 people – 35,48% have qualifications in both early childhood education and special education. The surveyed teachers work in public institutions, in grades 1-3.

In the surveyed group of teachers, 16 of them (25,81%) have no more than 5 years of professional experience, 20 teachers (32,26%) have been working in

the profession for 6 to 10 years, 14 (22,58%) have had 11 to 15 years of professional experience, and 12 people (19,35%) have been working for over 15 years.

Due to the specificity of the research undertaken, it is also worth paying attention to the experience in working with students with disabilities among the respondents: 8 teachers (12,90%) have no experience at all or less than a year, 30 teachers (48,39%) have between 1 and 5 years of experience. 12 people (19,35%) have been working with disabled students for 6 to 10 years, 6 people (9,68%) have 10 to 15 years of experience and 6 of respondents (9,68%) have more than 15 years of experience.

Results

The analyses carried out and the selection of questions for teachers were intended to obtain answers to the questions asked and to show to what extent teachers are aware of actions the school takes to prevent and eliminate student problem behaviours, and which of them are most necessary when working with non-disabled and disabled students.

The study also analysed forms of support, methods and techniques for preventing and eliminating inappropriate behaviour used in schools and which of them are the most and least effective in working with non-disabled and disabled students, based on the competences and practical experience of respondents.

Thus, the first question in the questionnaire concerned the educational and preventive activities that schools undertake to both prevent, eliminate and correct inappropriate behaviour of students, which is presented in Chart 1.

It turned out that these activities are most often implemented in institutions in the form of tasks undertaken as part of educational and preventive programs developed annually by the school – as indicated by 52 respondents (83.87%). These activities are also based on the availability of special educator, psychologist and other specialists adequate to the needs of students – such activities were indicated by 50 respondents (80.65%). This activity is particularly important from the point of view of the needs and difficulties of disabled students, but also of their non-disabled peers. A large part of the surveyed teachers (40 people, 64.52%) also point to parents pedagogization as an activity often undertaken at school. The next most important school activity in terms of the number of choices is establishing an individual student and family support program – this means that 58.06% of respondents (36 people) believe that this activity is implemented in their schools. According to 45.16% of respondents, organizing training for Pedagogical Councils is another activity undertaken in public schools. Individual conversations with students are activities indicated by 41.94% of surveyed teachers. The smallest number of teachers indicated organ-

izing preventive actions (38.71%) and organizing extracurricular activities of an educational and preventive nature (25.81%) as activities undertaken by mainstream schools.

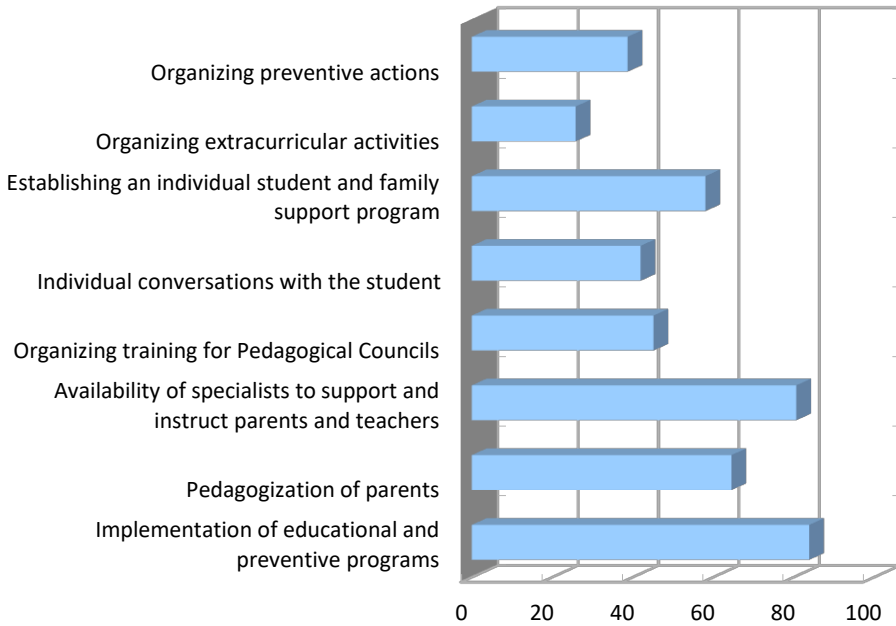


Chart 1

Actions taken by the school to prevent and eliminate students' behavioural problems

Source: own elaboration

The next two questions concerned the effectiveness of these activities undertaken in schools in working with non-disabled students and their disabled peers (Table 1).

Table 1

The effectiveness of actions taken by the school to prevent and eliminate educational problems of non-disabled and disabled students

Actions taken by the school	Non-disabled students		Disabled students		Chi-square value	p
	N=62	%	N=62	%		
Implementation of educational and preventive programs	6	9,67	4	6,45	0,548	0,459
Pedagogization of parents	32	51,61	20	32,25	4,233	0,040*

Table 1
The effectiveness of actions taken... (cont.)

Actions taken by the school	Non-disabled students		Disabled students		Chi-square value	p
	N=62	%	N=62	%		
Availability of specialists to support and instruct parents and teachers	20	32,26	22	35,48	0,320	0,571
Organizing training for Pedagogical Councils	2	3,23	10	16,13	5,489	0,019*
Individual conversation with the student	22	35,48	10	16,13	4,912	0,027*
Establishing an individual student and family support program	4	6,45	30	48,39	25,768	0,000*
Organizing extracurricular activities	6	9,67	10	16,13	0,133	0,615
Organizing preventive actions	18	29,03	12	19,35	0,988	0,320

* p<0.05

Source: own elaboration

According to the surveyed teachers, in the case of non-disabled students, the most effective is parents pedagogization (51.61%), individual conversations with students (35.48%), availability of specialists (32.26%) and organizing preventive actions (29.03%). The effectiveness of this type of activities may result from teachers' better knowledge of both the ways of eliminating difficulties and the types of educational problems faced by non-disabled students.

On the other hand, educators consider individual student and family support programs (6.45%) and training of Pedagogical Councils (3.23%) to be the least effective, which is understandable, because individual programs are primarily aimed at helping students with disabilities, and training often concerns more complex problems of students with disabilities.

When assessing the effectiveness of the school's educational and preventive activities in relation to disabled students, teachers best evaluate individual student and family support programs (48.39%), the availability of specialists (35.48%) and parents' pedagogization (32.25%). These opinions may result primarily from the forms of psychological and pedagogical assistance provided to students with developmental and educational challenges and from individual educational and therapeutic programs developed for students with a certificate of need for special education.

In their opinion, the least effective are the activities implemented as part of school educational and preventive programs (6.45%), which may indicate poor

adaptation of school educational and preventive programs to the actual difficulties and educational needs of students with developmental disorders.

Moreover, a comparison and statistical analysis of teachers' assessments in relation to the effectiveness of the school's educational and preventive activities indicates that teachers see greater effectiveness of parents' pedagogization in relation to work with non-disabled students ($p=0.040$) and individual conversations with students ($p=0.027$), but significantly greater effectiveness of individual student and family support programs ($p=0.000$), training of Pedagogical Councils ($p=0.019$) in relation to students with disabilities. This confirms the above conclusions and assumptions explaining this situation.

The next question resulted from the need to verify the knowledge and competences of teachers of mainstream schools necessary to appropriately develop and implement educational and preventive programs in working with non-disabled students and their disabled peers (Chart 2).

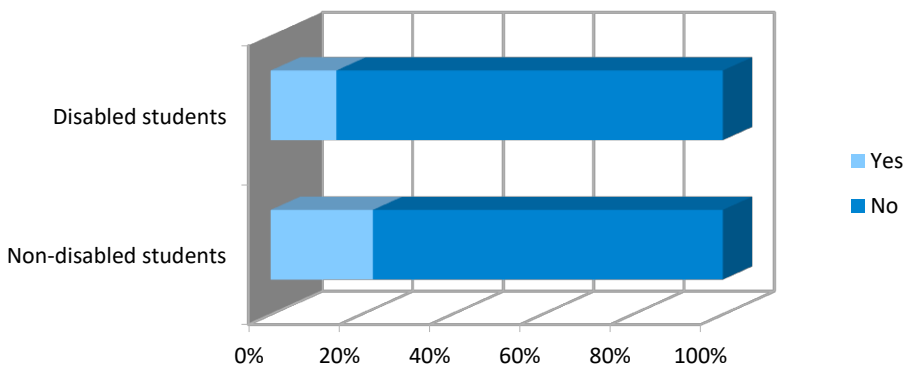


Chart 2

Knowledge and educational competences of teachers working in public institutions to implement preventive and educational programs with non-disabled and disabled students

Source: own elaboration

It turns out that as many as 77.42% of teachers are substantively unprepared to implement educational and preventive programs when working with non-disabled students, and as many as 85.48% do not feel competent to apply the guidelines for educational and preventive programs in the case of students with disabilities. This result is a kind of red flag that emphasizes the need to better prepare teachers by equipping them with appropriate educational competences – starting from preparation at the stage of academic education, through appropriately developed and at the same time universal practical training in this area for teaching staff.

The conducted research also indicates the sources of acquiring knowledge necessary to prepare class preventive and educational plans, as shown in Chart 3.

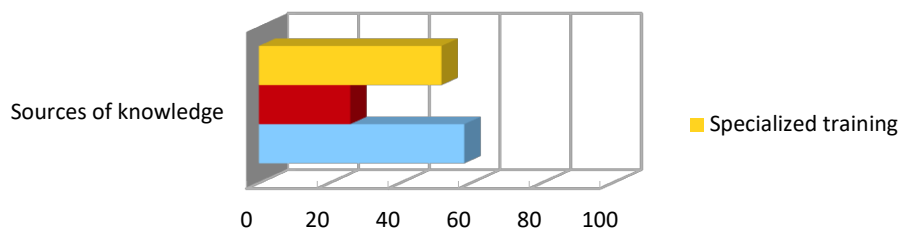


Chart 3

Sources of acquiring knowledge and skills to prepare class plans for educational and preventive activities

Source: own elaboration.

As it turns out, more than half of the surveyed teachers (58.06%) use Internet information and materials as their main source of knowledge. 51.61% of respondents use training materials in their educational and preventive practice, while only 25.81% of teachers use guides and other methodological book guides. These results also confirm previous thoughts about the need to develop generally available universal training and workshops in this area. The next questions concerned the forms, methods and techniques of educational and preventive support used in mainstream schools and their effectiveness in influencing non-disabled and disabled students. The first issue is presented in table 2.

Table 2

Forms, methods and techniques of support to prevent and eliminate inappropriate behaviour used at school

Support directions	Forms of support	N=62	%
	Conversations and support from a school counsellor/special educator/psychologist/specialists	42	67,74
	Thematic talks for students in the classroom	20	32,26
	Preventive actions and social campaigns	16	25,80
	Proactive activities - projects, competitions and other thematic activities	16	25,80
Support for students	Specialized classes developing emotional and social competences	10	16,13
	Individual work with the student	8	12,90
	Peer volunteering and peer tutoring	6	9,68
	Support for a special teacher in the classroom	6	9,68
	Calming techniques	4	6,45
	Informational school newspapers	2	3,23

Table 2
Forms, methods and techniques of support... (cont.)

Support directions	Forms of support	N=62	%
Support for parents	Talks and thematic meetings for parents	20	32,26
Support for teachers	Professional training and workshops	12	19,35

Source: own elaboration

This question had an open form because it was intended to obtain an answer based on the facts, without suggesting any forms of support.

Teachers' answers were grouped around the three directions of support observed in the answers – students, parents and teachers.

The data clearly show that most forms of support used by teachers are directed to the student. The most frequently used form of support implemented by teachers are conversations and support from specialists (67.74%). In this area, the surveyed teachers mentioned primarily conversations with school and special educators and psychologists from psychological and pedagogical counselling centres. Therefore, it is also an indirect form of support addressed to teachers.

Among the methods and forms of educational and preventive support used at school, teachers also mention: thematic talks for students in the classroom, preventive actions and social campaigns, proactive activities – projects, competitions and other thematic activities, specialized classes developing emotional and social competences, individual work with the student, peer volunteering and peer tutoring, support for a special teacher in the classroom, calming techniques and informational school newspapers, indicating the latter as the least used (3,23%).

When it comes to forms of support targeted at parents, teachers point to talks and thematic meetings for parents (32.26%) as forms of supporting school activities in the aspect of prevention and education.

As a form of support for teachers, they emphasize the importance of professional training and workshops (19,35%) tailored to the needs of the school group.

It is therefore also important to indicate which of the forms of support mentioned by teachers are, in their opinion, the most effective – as shown in table 3.

Table 3
Forms, methods and techniques of educational support for non-disabled and disabled students with the highest effectiveness in teacher's perception

Forms of support	Non-disabled students		Disabled students		Chi-square value	p
	N=62	%	N=62	%		
Conversations and support from a school counsellor/special educator/psychologist/specialists	10	16,13	10	16,13	0,014	0,905
Thematic talks for students in the classroom	16	28,05	0	0	19,312	0,000*

Table 3
Forms, methods and techniques of educational support... (cont.)

Forms of support	Non-disabled students		Disabled students		Chi-square value	p
	N=62	%	N=62	%		
Preventive actions and social campaigns	10	16,13	4	6,45	1,520	0,218
Proactive activities - projects, competitions and other thematic activities	10	16,13	8	12,90	0,013	0,911
Specialized classes developing emotional and social competences	6	9,68	18	29,03	6,749	0,009*
Individual work with the student	0	0	0	0	0	0
Peer volunteering and peer tutoring	2	3,23	4	6,45	0,602	0,438
Support for a special teacher in the classroom	0	0	8	12,90	8,149	0,004*
Calming techniques	0	0	8	12,90	8,149	0,004*
Informational school newspapers	0	0	0	0	0	0
Talks and thematic meetings for parents	8	12,90	8	12,90	0,186	0,666
Professional training and workshops	8	12,90	8	12,90	0,186	0,666

* $p < 0.05$

Source: own elaboration

As shown in Table 3, the surveyed teachers consider the most effective forms and methods of educational and preventive support in working with students without disabilities to be thematic talks with students in the classroom, conversations and support from specialists, social campaigns and preventive actions, and proactive classes in the form of projects, competitions and other activities, specialized classes developing emotional and social competences, thematic conversations and meetings with parents, workshops and training, as well as volunteering and peer tutoring. In turn, in relation to working with disabled students – as the most effective, they emphasize specialized classes developing emotional and social competences, conversations and support from professionals, proactive classes, support from a special educator in the classroom, calming techniques, thematic meetings with parents, training and workshops, and volunteering and peer tutoring.

It should also be emphasized that statistically significant differences between the perception of the high effectiveness of the above-mentioned forms of support in working with non-disabled and disabled students are particularly visible in the case of:

- conversations with students in the classroom ($p=0.000$) in favour of higher effectiveness in the case of non-disabled students,
- support from a special educator in the classroom ($p=0.004$), calming techniques ($p=0.004$) and specialized classes developing emotional and social competences ($p=0.009$) in favour of greater effectiveness in the case of students with disabilities.

This way of assessing the effectiveness of support methods for non-disabled students and their disabled peers may result primarily from the specificity of students' functioning, high complexity and variety of educational difficulties and challenging behaviours.

Discussion

The presented research shows, first of all, what are the real educational and preventive activities in public schools, the task of which is to counteract and eliminate educational difficulties of students.

The presented research shows what are the real educational and preventive activities in public schools, the task of which is to counteract and eliminate educational difficulties of students.

Moreover, the research allowed us to indicate the most effective school activities in terms of educational challenges, which in the case of non-disabled students are: parents' pedagogization, individual conversations with students, availability of specialists and preventive actions. However, when working with students with disabilities, according to teachers, individual support programs, the availability of specialists and parental pedagogy are the most effective.

The research also showed how uncertain teachers feel about their educational competences. Unfortunately, the overwhelming use of Internet sources when developing educational and preventive assistance does not lead to the use of appropriate, substantive and, above all, effective forms of support.

Moreover, the forms and methods of educational and preventive support mentioned by teachers are very general, which may also confirm the limited educational competences of the teaching staff.

Conclusions

The reforms of educational system introduced in recent years have not solved many problems related to education. Insufficient results may be related to rapid cultural, economic and social changes. These changes mean that the educational system cannot keep up with the changing expectations and needs of society (Więckiewicz, 2023).

Thinking about preventing risky behaviour in terms of more demanding forms of prevention and education directs us towards the quality of contact between the teacher and the participants. The quality of contact and the quality of preventive and educational activities depend largely on the competences of teachers. High demands are placed on them, and in order to meet them, various forms of education are necessary that would allow them to improve their personal competences, interpersonal and social skills and develop sensitivity to the needs of students. First of all, teachers and educators conducting preventive and educational activities should consciously develop skills to help and communicate well with the participants of these activities. The second group of professional skills that should be developed are those that support the correct implementation of preventive and educational activities, including workshop work skills and knowledge of the methodology of classes that activate the student. Skills from both groups are helpful and necessary both for people carrying out activities in the field of prevention and education in the aspect of universal impacts and for those who work with risk groups (Ostaszewski, 2019, p.20).

In order to effectively help students and support their emotional and social development, it is necessary to have multi-profile knowledge about the specific functioning of students with developmental and educational challenges and the ability to implement it in practical assistance activities. There is no universal method of educational support that we can fully implement in educational and preventive activities. Therefore, the art of educators should be to skill-fully adapt appropriate tools and techniques to the individual needs, capabilities, limitations and specific functioning of individual students, while at the same time universally designing towards values that are accepted and important in a changing world. All this to help each student develop social and emotional competences to the best of his or her abilities.

When choosing the right support program, the attention should be put on the quality of the content, the form used and competences. In order to strengthen competences in this area, it would be necessary to consider the possibility of creating a social pedagogue position in the institution and to strengthen the knowledge and competences of teachers with appropriate educational skills, ensuring the possibility of further training for pedagogues. Appropriate evaluation tools should also be created, unified and generally available to all teachers and specialists working with children (Zezulková et al., 2023).

It is also worth considering what actions should be taken so that parents understand the importance of the school educational and preventive program and all activities aimed at eliminating educational and behavioural difficulties for the development of their own children, teachers draw inspiration from it for their educational activities, and not to treat these programs as another unimportant document, which, however, is subject to the control of the school board.

To achieve this, changes in the Education Law are not enough, extensive educational activities are also necessary – addressed to both teachers and parents. Without them, educational and preventive programs and appropriately tailored support related to them will only be dead documents available on the website or in a binder in the school office. But that's not what education and upbringing are about (Catek, 2021).

Study Limitations

The research was conducted on a group of 62 teachers of public primary schools in the Lublin Voivodeship. Therefore, further analyses on a larger population and comparative studies taking into account differences of opinion in relation to students with different disabilities, gender or location of the institution would create a broader and more insightful picture of the presented topic.

A justified action may be to conduct research taking into account a much larger group of respondents, with different experience and competences in schools, verifying their diverse opinions.

An important research solution that complements the already accumulated knowledge is the verification of the opinions of teachers and parents regarding the effectiveness of school educational and preventive programs in eliminating the causes of educational problems, their manifestations and in securing the educational needs of non-disabled and disabled students. This will allow to see the problem from a multi-faceted perspective and thus create a basis for improving preventive and educational activities.

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Wsparcie profilaktyczno-wychowawcze uczniów ze specjalnymi potrzebami edukacyjnymi w edukacji włączającej w percepcji nauczycieli

Streszczenie

Celem prezentowanych badań było zebranie opinii nauczycieli uczących w klasach I–III publicznych szkół podstawowych na temat stosowanych w szkołach form, metod i technik wsparcia wychowawczego i profilaktycznego oraz ich skuteczności w zapobieganiu i eliminowaniu niewłaściwych zachowań uczniów pełnosprawnych i niepełnosprawnych. Materiał empiryczny zebrano za pomocą Kwestionariusza dla nauczycieli: Wsparcie edukacyjno-profilaktyczne w edukacji włączającej, a w badaniu wzięło udział 62 nauczycieli pracujących w publicznych szkołach podstawowych województwa lubelskiego.

Badania wykazały, które, zdaniem nauczycieli, działania wychowawczo-profilaktyczne realizowane w szkołach są właściwe w pracy z uczniami, a także jakie formy wsparcia są najmniej i najbardziej skuteczne w pracy wychowawczej z dziećmi pełnosprawnymi i ich niepełnosprawnymi rówieśnikami.

Słowa kluczowe: wsparcie wychowawczo-profilaktyczne, problemy wychowawcze, uczniowie niepełnosprawni, edukacja włączająca.