



Summary

Recognition of educational opportunities for deaf children at the beginning of primary school (research from the Lodz region)

The issue of educational opportunities for deaf students is a wider issue of opportunities and barriers to education for students with special needs and is the basis for scientific considerations, but also for the search for practical solutions within education systems around the world. Nowadays, they are determined by tendencies related to preventing marginalization or even educational exclusion of any group of students, and in the perspective of an analogous process related to social participation.

A young man performs at school in two main roles: student and peer. Logic suggests that it is possible to effectively implement one of them, either or none. Much, in the context of how the fate of a student with hearing damage will go, depends on whether the teacher will be able to understand it. He will understand his problems - caused by difficulties in auditory perception. In a significant, if not decisive, degree, also depend on peer relations in the school classroom, including the ratio of able-bodied peers to a student with hearing impairment. In addition, the teacher-student relationship with hearing impairment determines, according to Dryżałowska, the perception of the deaf pupil. Decides about negative or positive perception of yourself in the dimension: deafness vs hearing. Hearing damage can be, in relation to the hearing environment, an experience burdened with negative emotions. Diversification of the situation of a deaf family's family (even in the context of having deaf or hearing parents and a range of other variations typical of each family environment), as well as a multiplicity of educational solutions (related to possible paths of education) are an area of necessary analysis as part of the evaluation his educational opportunities. The composition of individual and environmental conditions of developmental opportunities will determine how the educational fate of the child will unfold. Their consequence will be the quality of social participation, the role that the person with hearing loss will be able to implement in adulthood.

The research was carried out in the Lodz region, in the second semester of the 2016/2017 and 2017/2018 school year. The choice of the research area was not accidental, because my professional work as a psychologist and speech therapist in the

Specialist Psychological and Pedagogical Clinic of Vocational Guidance for Children with Defects in Łódź is connected with it. Implementation of research in such a specific group of deaf children and their parents, some of whom are also people with hearing loss required not only time, but also trust of parents and children.

The first stage of the research consisted in selecting students with hearing impairment, in a significant and deep degree, not displaying any additional diseases or developmental abnormalities, from special kindergartens, integration and public kindergartens. The research covered a group of 14 deaf children using the research tools described in the previous section. In addition, interviews were conducted with children's parents and teachers of three types of schools: public, integration and special schools. Also, with the parents' consent, analysis of children's documentation (medical, psychological and pedagogical) was made with the aim of obtaining additional information about children.

Run the research objective was possible thanks to the use of the following research tools. In the case of children's diagnosis, the following scales were used: Intelligence and Development Scales for Children aged 5-10 (IDS), set of methods for diagnosing psychomotor development of five- and six-year-old children (Revision 2015; Bateria-5 / 6R) by Marta Bogdanowicz, Urszula Sajewicz-Radtke, Bartosz M. Radtke, Dorota Kalki and Trial to test the language competence of 6-8 year old children with hearing loss by Marianna Krawiec.

The research was carried out using various research methods characteristic of various paradigms: naturalistic (normative) and interpretive - using an approach defined as a strategy of inhomogeneous plural methods. By using the thesis that the condition for successful application of a mixed approach, in terms of complementing different methods, is the distance measure on the axis of the nomothetic-idiographic method, and the mixed approach has a greater chance of success, the closer to each other on this continuum are the methods used in the study. It was decided that the results of research on the group of deaf children completing pre-school education will be included in the profiles of the functioning of each of the respondents, without statistical analysis of the data in the group dimension. In this case, the possibilities offered by the phenomenographic methods are used. Due to the fourteen-group deaf children, a collective (multiple) case study method was used.

The studies show a very large diversity of competences of a deaf child at the threshold of school education in the area of at least an individual profile of language competence and psycho-motor functioning. In fact, every "case" is a different characteristic, a different level of competence. This is not entirely a surprise, once due to the knowledge derived from literature analyzes, two - logic, founding its foundations in the complexity and diversity of environmental conditions - family, but also care and education (nursery, kindergarten) participating in the study of deaf children.

The complexity of the analysis of the research material allows to indicate only the likely / supposed conditions for educational opportunities of children with hearing impairment, relationships between them. They give the opportunity - to show, based on individual stories, how individual events in the life of a deaf child, choices made by their parents (whether related to language rehabilitation or the choice of educational path) alone or with the support of specialists, translated into functional possibilities child.