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Summary of a doctoral dissertation on:  
Determinants of the process of supporting students with disabilities at an early school age  
in public and private primary schools  
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The structure of this dissertation comprises five chapters, leading from a theoretical approach to the issue of disability and support, through a description of systemic educational solutions, to a presentation of the author's own research and application conclusions.

Chapter one, "The Process of Supporting Students with Disabilities from a Social Science Perspective," discusses definitions and models of disability, typologies and determinants of support, and the foundations of the support system for students with diverse educational needs. Chapter two, "The Process of Supporting Students with Disabilities from a Social Science Perspective," discusses definitions and models of disability, typologies and determinants of support, and the foundations of the support system for students with diverse educational needs. "Supporting Students with Disabilities in the Education System" covers the issues of rehabilitation and psychological and pedagogical assistance, including the organization of support at three levels and the individualization of the teaching process, taking into account school-family collaboration. Chapters three and four present the methodological foundations of the research and the course and ethical considerations for its implementation. Chapter five contains an analysis of the results, hypothesis testing, conclusions, and recommendations for educational practice.

This topic arose from the need to understand and compare the mechanisms of support for early school-age students with disabilities in public and private schools. The work is innovative in that it combines the perspectives of teachers and parents and analyzes two types of institutions using a proprietary research tool and standardized tools, allowing for a diagnosis of the current state of support and the identification of areas requiring change.

The research was conducted using a diagnostic survey method (questionnaire) among teachers and parents/guardians. Statistical analysis, including the chi-square test and Pearson correlation coefficients, was used to assess the relationship between school type and selected indicators of support quality.

The study results indicated that the type of institution and its organizational and infrastructural conditions significantly differentiated the quality of support. Private schools were more likely to have better-adapted space and technical facilities, which facilitated the accessibility of the school environment and greater student participation in academic and extracurricular activities. In public schools, infrastructural limitations more often created functional barriers, increased organizational challenges, and facilitated situations that reduced student comfort and safety.

Differences were also noted in teaching practices. Private schools more frequently employed activating and project-based methods, educational technologies, and consistently personalized teaching requirements and tasks. Public schools showed greater variation in teachers' competencies in the area of inclusive education: alongside highly effective practices, less individualized activities occurred, which translated into the coherence and effectiveness of support. Statistical analyses confirmed a significant relationship between school type and the diversity of teaching methods and the assessment of support effectiveness.

School-family collaboration played a key role in the support process. Parents of students in private schools were more likely to participate in the development of individual educational and therapeutic programs and receive regular feedback on their child's progress, which supported a partnership-based model of communication. In public schools, some parents cited limited access to consultations, less systematic information, and the episodic nature of inclusion in support planning. The correlations between the type of school and patterns of communication and collaboration were confirmed in statistical analyses and were associated with the assessment of support effectiveness.

In the socio-emotional dimension, students in private schools experienced fewer experiences of exclusion and participated more frequently in group activities, while in public schools the risk of marginalization was higher, which was attributed to infrastructural barriers and a less flexible organizational framework. Chi-square tests and Pearson correlation coefficients indicated significant associations between school type and the level of students' social integration and the quality of support.

The study findings emphasize that the effectiveness of inclusive education depends primarily on the availability and organization of the school environment, the competence and professional development of teachers, and effective collaboration with parents and specialists. The results have practical significance and can form the basis for recommendations including modernisation of infrastructure in public schools, systematic training of staff in the field of inclusive education, development of personalised teaching practices and strengthening

mechanisms of communication and partnership with families. This dissertation makes a theoretical and applied contribution to research on support for students with disabilities, providing diagnosis and guidelines for increasing the quality of inclusion in the Polish education system.