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A STUDENT WITH SPECIAL EDUCATIONAL NEEDS DURING REMOTE EDUCATION IN THE LIGHT OF PARENTS' SURVEYS*

Introduction: Remote education of students with special educational needs was related to overcoming many challenges and limitations, related to, among others, the implementation of the core curriculum, levelling the differences between students, the care and educational work of the school, and close cooperation between parents and teachers.
Research Aim: The aim of the research was to find out the opinions of parents of students with special educational needs about remote education.
Method: The research used the diagnostic survey method, and the research technique used was a questionnaire. The research tool was a prepared electronic questionnaire, which enabled the collection of responses from respondents.
Results: The students had good housing conditions for remote work. The main technical problems they faced were connected with data transmission and Internet connection. The key problems related to learning were difficulties with focusing attention on lessons during online classes, decreased motivation to learn, and fatigue resulting from constant work at the computer. Students with higher IT and media competences were more independent during their distance education.
Conclusions: Students with special educational needs are a very diverse group and no unambiguous assessment of remote education can be presented, for some it was a difficult or even lost time, for others it was a time when they could develop their skills and strengthen their academic competences.

Keywords: remote education, students with special educational needs, COVID-19.

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INTRODUCTION

The education of students with special educational needs (SEN) is an important element of the sustainable development strategy of each country. Currently, there is a dynamic process of breaking the established stereotypes that block the formation of a new philosophy of society perceiving a person with special needs as an entity able to develop his/her potential, bear civic obligations and take on the challenges of the 21st century (Zasenko and Prochorenko, 2022).

Although the concept of "special educational needs" has been functioning for a long time in pedagogical theory and practice, it is still "a category that is difficult to clearly define, ambiguous, not sharp" (Olechowska, 2020, p. 15). The interpretation of this term in force in the Polish school environment was proposed in 2008 by the Special Educational Needs Expert Team appointed by the Ministry of National Education (MEN). It has been redefined several times, e.g. by including gifted pupils in the group of students with SEN. In reference to gifted students, legal acts use the term "particularly gifted students" (Giza, 2011; Łukasiewicz-Wieleba, 2018), which is included in the group of pupils with SEN (Rozporządzenie Ministra…, 2017). Special educational needs concern children with disabilities, various dysfunctions, and disharmonies, with a spectrum of symptoms that hinder or prevent functioning: motor, sensory, cognitive, communication, emotional, social, mental, as well as those who are extremely gifted (Rozporządzenie Ministra…, 2017). This group is diverse in many respects, including the need for support, having a formal decision or opinion, type of learning difficulties, or having or not having special abilities (Plichta, 2020). Therefore, an accurate and early diagnosis of a child's special educational needs and the selection of appropriate therapeutic activities are the basis for planning and organizing educational processes. Each child with SEN requires an individual approach by the teacher, taking appropriate measures to provide him with conditions conducive to the extraction of his/her development potential (Krakowiak, 2017).

Distance education of children with SEN was associated with the risk of aggravating their problems, increasing inequalities between them and their peers. How a child with SEN coped with remote education depends primarily on the involvement of their parents or guardians in this process. If he or she could count on their support, his parents were in contact with the teachers, it was easier for him to find himself in this new educational reality.

In the remainder of the article, the results of selected studies are presented which shed light on the situation of SEN pupils and their parents, and teachers during distance learning. Based on an analysis of the parents of pupils with special educational needs, the performance of pupils in distance learning, the benefits, and the barriers to online education were assessed. An attempt has also been made to establish a link between children's IT literacy, self-reliance and commitment, and selected aspects of remote education.

A STUDENT WITH SPECIAL EDUCATIONAL NEEDS DURING CRISIS REMOTE EDUCATION

According to the analysis of available reports, some children with SEN may not participate in crisis remote education at all (i.e. suddenly introduced distance education, without prior preparation of teachers and students [Romaniuk et al., 2020; Poleszak and Pyżalski, 2020]) or participate to a very limited extent (Buchner et al., 2020).

This form of learning was especially difficult for students with disabilities. They struggle not only with the problems encountered by their able-bodied peers, but also with those resulting from their disability. As shown by the results of the research conducted by Lewandowska (2020), during remote education, teachers did not always implement the adjustments recommended for the child. The surveyed parents reported, *inter alia*, the following problems: lack of a support teacher (had to be replaced by a parent), maladjustment of the program and methods, maladjustment of materials, maladjustment of tasks to students' abilities, maladjustment of conditions (e.g. too much screen time), non-compliance with IPET, too many tasks to be performed (although the recommendations included limiting the number of tasks), too short time for tasks and tests (although the recommendations included extending it) (Lewandowska, 2020).

Another group of students who could find it much more difficult to find their place in distance learning are children with emotional, mental, and behavioral disorders. In their case, isolation caused by a pandemic is not only the necessity of remote education but also often interrupted therapy or serious restrictions in access to it. For some children, meetings with the school pedagogue or psychologist were sometimes the only form of available therapy. During the pandemic, they were either deprived of it or had very limited access to it. Even if the facility offered meetings with a psychologist, pedagogue or therapist, the conditions in the student's home did not always allow for this form of meetings (Buchner and Wierzbicka, 2020). Therefore, it can be concluded that in the case of this group of children, the risk of exacerbation of previously existing problems or disorders was increased. A slightly different perspective on a remote form of pedagogical therapy should be adopted in the case of children who can count on their parents' support and involvement. The foundation here is the close cooperation between the therapist and the parent (Pachowicz, 2020). Parents observing the therapist's work had the opportunity to acquire the ability to help their child at home.

The group of pupils with SEN also includes children who, for various reasons, have difficulties in functioning in the school community. These include shy, fearful, and withdrawn children. For this group of students, remote education also had its effects. The research shows that some of them benefited from this different form of educational meetings, these so far shy children opened up very much, more willingly than during traditional activities to speak up (Wiśniewska and

Łukasiewicz-Wieleba, 2021). For others, the level of withdrawal and isolation has increased, and mediated communication has become a difficult barrier to overcome (Buchner et al., 2020).

Among the children who could have increased difficulties in functioning in online learning, there were also undiagnosed children, who were on the verge of judgment as a result of reduced possibilities in the implementation of school tasks. The results of the study by Buchner et al. (2020) indicate that proven solutions during distance education for children with SEN are: the presence of a support teacher during all classes, increased parental involvement and reduced amount of teaching material.

The report from the research conducted by Buchner and Wierzbicka (2020) indicates that there are opportunities for positive changes in schools in the area of childcare in case of students with SEN. These include holding remote meetings of teams for Individual Educational and Therapeutic Programs (so-called remote IPETs). These meetings should be attended by all teachers of students with special educational and development needs, in fact, only a few were present. Thanks to the remote organization of these meetings, more teachers and the students' parents had a chance to take part in them. It is important that everyone who conducts classes with such a student is involved in the planning process of therapeutic activities and the selection of appropriate methods and forms of work. The positive aspects of remote education for this group of children are rather few. One of them is the ability to write works on a computer, which in the case of children who have problems with writing (legibility, dysorthography) is a facilitation and reduces some of the difficulties. Also, in the case of autistic students, it can be said that if they are provided with appropriate conditions during education, they can benefit more from this form of learning. For some of them, working at home may be beneficial, it increases concentration and motivation to learn and reduces the number of maladaptive behaviors (Stadheim et al., 2022).

When analyzing the situation of gifted students during the crisis remote education, it is difficult to make an unambiguous assessment. It should certainly be noted that at that time, the parents' responsibility for developing the child's abilities increased even more (Trzcińska-Król, 2020; Baum and Łukasiewicz-Wieleba, 2021b). Until now, it was mainly based on organizational activity (e.g. transport to training/classes), now it was necessary to find space and time at home for such activities, organize them, and mentally support the child, especially its motivation to work systematically in new conditions. The reduced level of motivation was a factor that particularly hindered the implementation of systemic work with gifted students during remote education (Łukasiewicz-Wieleba and Jabłońska, 2022). This could have been caused by the disruption of the current routine in the field of training or extracurricular activities, as well as the need to learn or train independently, often without the systematic support of teachers or trainers (Ptaszek

et al., 2020; Baum and Łukasiewicz-Wieleba, 2021a, 2021b; Łukasiewicz-Wieleba and Jabłońska, 2022). Disrupting the daily routine may result in many negative phenomena, behaviors, or emotions. As indicated by the talented teenagers surveyed by Aboud (2021), who claim that during remote learning they experienced sleep disorders, feelings of loneliness, sadness, frustration, helplessness, demotivation, uselessness and even depression.

The surveyed teachers of gifted students, on the one hand, emphasized much wider possibilities of remote education, and on the other, they noticed significant limitations, such as lack of access to subject laboratories, exhibits and teaching aids, literature and materials that are available only in the printed version (Łukasiewicz-Wieleba, 2020; Łukasiewicz-Wieleba and Jabłońska, 2022).

As shown by the research (Baum and Łukasiewicz-Wieleba, 2021a, 2021b), for parents of children with sports giftedness, the challenge was that they had to replace coaches without proper preparation, home conditions, appropriate equipment, and also work on motivating the child to maintain regular training. Ultimately, for some, the pandemic was a time of intense work that resulted in development, and for others, a demotivating period, resulting in regression or even abandonment of passion.

The gifted students themselves spoke very differently about the time of crisis remote education. Their opinions ranged from a love of home learning to hate of every minute of this form of learning (Guilbault and McCormick, 2022). Aboud's (2021) research shows that the majority of gifted students negatively assess e-learning, judging that it is ineffective and devoid of effectiveness. This type of learning will be preferred by gifted students who are highly motivated and prepared for independent learning (Guilbault and McCormick, 2022).

The positive aspects of remote education in the context of gifted students include greater flexibility in terms of planning lessons, taking into account the individual abilities and needs of students; the work of gifted students at their own, often faster pace, thanks to the instructions prepared by the teacher, thanks to which the students could spend the time saved on developing their own passions; perceiving by teachers the possibility of accelerated learning of gifted students, without having to wait for other students in the class (Guilbault and McCormick, 2022).

The time of the pandemic, remote education, social isolation, and the related limitations in the care of students with SEN by specialized institutions with appropriate facilities and qualified trainers/teachers/therapists could lead to regression in the therapy of students with disabilities, difficulties, disorders. On the other hand, in the case of gifted children, it could result in a decrease in motivation, abandonment of systematic work and, thus, contribute to the lack of progress, loss of achievements, and, in extreme cases, even abandonment of passion by gifted students.

RESEARCH AIM AND QUESTION

The aim of the research was to find out the opinions of parents of students with special educational needs about crisis education. The subject of the study was, among others: the conditions and possibilities of remote education of students and the possibilities of developing students' abilities during social isolation caused by the COVID-19 pandemic. Two research problems were formulated in the paper: 1) What factors do parents of pupils with SEN see as difficulties and limitations in online learning?; 2) How do parents of children with SEN evaluate the work of students during crisis education?; 3) Is there a relationship between children's IT competences, child's independence and involvement, and selected aspects of education; 4) What factors do parents of children with SEN find advantages in online learning?; 5) How did students with SEN develop their interests and passions during social isolation?

Taking up this topic is justified by the need to analyze the impact of the pandemic on educational processes, including students with SEN, and to understand the changes that are taking place. Additionally, the perspective of parents of students with SEN is rarely exposed.

RESEARCH METHOD AND SAMPLE CHARACTERISTICS

The study used the method of a diagnostic survey, and an electronic questionnaire was prepared using Google Forms, which enabled the collection of responses from the respondents. The obtained data were statistically analyzed in the IBM SPSS 27 program. Data collection lasted from June to July 2021.

The study selected a group of 59 parents and one legal guardian of students with SEN who expressed their opinions about crisis remote education of their children. Later in the article, the term "legal guardians" are used for this group of respondents. Guardians commented on 21 girls and 39 boys (aged 8–15) who attended public (58 pupils) and non-public (2 pupils) schools. Guardians described the situation of 22 students from grades 1–3 and 38 students from grades 4–8 of primary school. The smallest group of students were students living in small towns (8 indications). In turn, 16 students live in a medium-sized city, 17 – in a large city, and 19 – in rural areas.

STATISTICAL DATA ANALYSIS PROCEDURE

In the following study, the principles of ethical research were followed. Participation in the study was voluntary. The information obtained in the questionnaire was provided anonymously, and all obtained information was confidential.

The survey was aimed at parents of children attending primary schools. The group of students with SEN was selected on the basis of the declarations of the respondents who wrote about the SEN of children in the questions that allowed them to freely express themselves. The responses of respondents who have a child with a disability (motor disability, Asperger syndrome, autism spectrum disorder), a chronic disease (e.g. diabetes), attention deficit hyperactivity disorder, or abilities were further analyzed.

The collected data was analyzed using the IBM SPSS statistical program. Appropriate comparisons in terms of children's IT competences, child independence and involvement with selected aspects of education were made using the Kendall tau-*b* test (τ_b), which allowed for the comparison of two ordinal scales.

RESULTS

The information obtained from the tutors shows that the students had rather good remote work environment conditions. Forty students worked in their own room, 14 shared a room with siblings, and two remote lessons took place in a shared family room. In turn, two students shared a place to work with their siblings, and two did not have their own place to study.

When describing the conditions of distance education, attention should be paid to technical facilities, i.e. equipment and Internet connection. In the study group (multiple-choice questions were used in the survey questionnaire; therefore, the answers do not sum to 60), 41 students during remote education worked on their own computers, and 14 shared equipment with other family members. In turn, six students used mobile devices. In the case of four students, the tutors wrote about the rental of equipment for distance learning. The children are connected to the network via a cable modem, optical fiber (36 indications), wirelessly, e.g. via a mobile modem (21 indications). Four students were sharing the connection to the network by telephone. One of the students did not have an Internet connection at the place of residence.

FACTORS HINDERING REMOTE EDUCATION

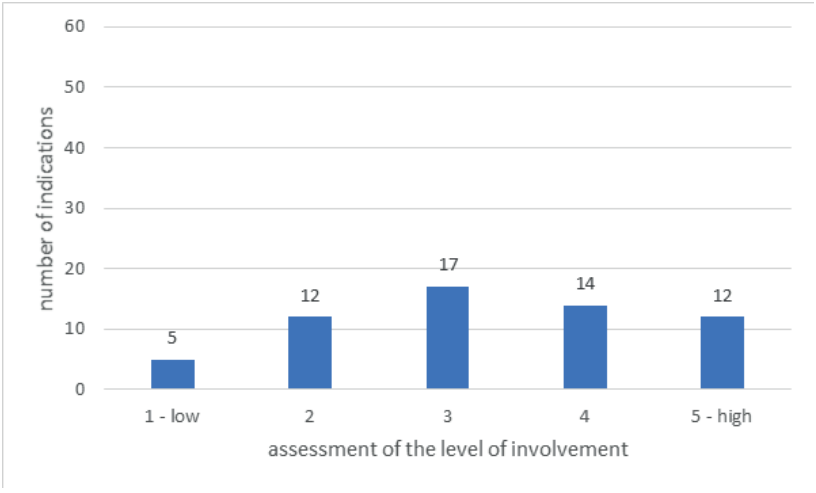
The organizational and technical problems that the students and their parents had to deal with were factors that were not conducive to remote education. The most common technical problem was problems with data transmission, breaking or hanging up the connection (37 indications). Every second student struggled with problems with connecting to the Internet (21 indications). Guardians also indicated that during the online lessons, 18 students had problems with cleaning

and seven with software. Two respondents indicated problems with saving data (despite the automatic saving option turned on). Seven respondents indicated no technical problems. Among organizational problems, the respondents most often pointed to the network load, as all household members simultaneously used the Internet connection (18 indications), or the need to work in one room with other people (siblings, parents) (13 indications). Another problem was the lack of sufficient equipment for remote work. The children worked on a tablet or telephone (8 indications), or at the same time all household members needed to use the main computer (3 indications). Every tenth respondent did not notice organizational problems (6 indications).

ASSESSMENT OF STUDENTS' WORK DURING REMOTE EDUCATION

The transfer of learning to the virtual space had a significant impact on the functioning of the child as a student. Guardians rated the child's involvement in distance learning (Figure 1) at an average level of 3.27 (on a scale from 1 to 5, where 1 was *low*, and 5 – *high*; $M = 3.27$; $Me = 3$; $Mo = 3$; $Ske = -0.14$; $K = -0.93$).

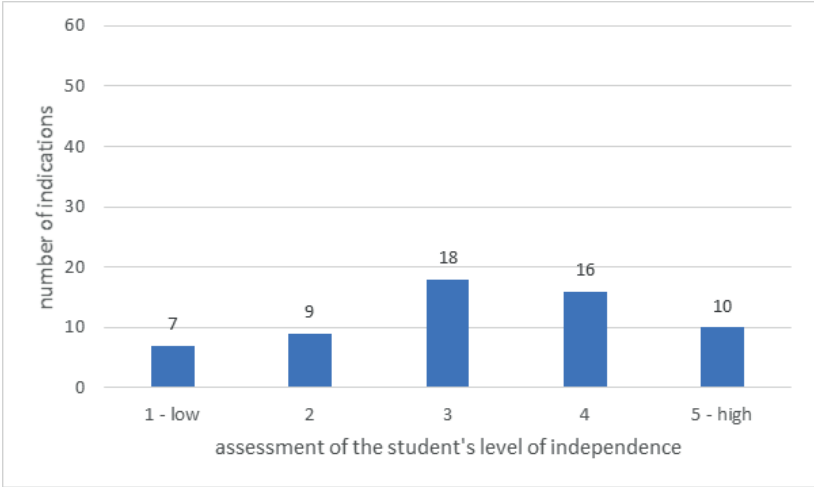
Figure 1.
The level of the child's involvement in distance learning



Source: Authors' own study.

The children's independence during remote learning (Figure 2) was assessed by their parents at an average level of 3.22 (on a scale from 1 to 5, where 1 was *low*, and 5 – *high*; $M = 3.22$; $Me = 3$; $Mo = 3$; $Ske = -0.26$; $K = -0.78$).

Figure 2.
The level of independence of students during remote education



Source: Authors' own study.

Many students found it difficult to find their place in distance learning. Guardians of children with special educational needs mainly indicated difficulties with maintaining attention, motivation to learn, or fatigue resulting from constant work at the computer. In the group of students from grades 4–8, the guardians also pointed to the child's health problems resulting from online work. Table 1 shows the results obtained against the background of the entire group, as well as broken down into educational stages. These differences may result from the specificity of education at a given stage, students' development and forms of work with the student.

Table 1.

Response categories	All		Grades 1–3		Grades 4–8	
	N	%	n_1	%	n_2	%
Difficulty maintaining attention, focusing on the lesson	45	75.0	19	86.4	26	68.4
Fatigue resulting from constant work at the computer	43	71.7	16	72.7	27	71.1
Decline in motivation to learn	43	71.7	15	68.2	28	73.7
Health problems	38	63.3	10	45.5	28	73.7
Not keeping up with taking notes	35	58.3	10	45.5	25	65.8
No ongoing control by the teacher	29	48.3	13	59.1	16	42.1
Self-discipline	26	43.3	11	50.0	15	39.5

Worse assimilation of knowledge in the conditions of remote education	21	35.0	14	63.6	7	18.4
Lack of mutual stimulation of students	20	33.3	8	36.4	12	31.6
High level of stress related to uncertainty during tests, quizzes, and class work	19	31.7	5	22.7	14	36.8
No adaptation of the program to the individual needs of the student	18	30.0	6	27.3	12	31.6
Slow typing, which took precious minutes, e.g. during tests	16	26.7	3	13.6	13	34.2
Avoiding answering teacher's questions	14	23.3	5	22.7	9	23.7
Other family members doing their child's homework	14	23.3	3	13.6	11	28.9
Simulating class attendance	13	21.7	5	22.7	8	21.1
Deterioration of grades related to the child's inability to find the way to the new conditions	10	16.7	3	13.6	7	18.4
Temptation to unfairly perform tests, tests, class assignments; downloading	8	13.3	0	0.0	8	21.1
Asking group projects impossible to implement in the conditions of remote education	5	8.3	1	4.5	4	10.5
No problems	1	1.7	0	0.0	1	2.6

$N = 60$; $n_1 = 22$; $n_2 = 38$
The % does not add up to 100, because the answer could include many categories.
Source: Authors' own study.

CORRELATIONS BETWEEN CHILDREN'S IT COMPETENCES, CHILD'S INDEPENDENCE AND COMMITMENT, AND SELECTED ASPECTS OF EDUCATION

The factor facilitating remote work is high IT and media competences. The comparison of students' computer skills with selected aspects influencing education with the Kendall tau-*b* correlation coefficient showed a weak correlation between IT competences and independence in doing homework ($\tau_b = 0.32$; $p = 0.040$). The higher the IT competences, the better the parents assessed the student's independence.

The analysis with the Kendall tau-*b* test also showed the existence of a relationship between the child's involvement in remote education and the child's activity ($\tau_b = 0.48$; $p < 0.001$), child involvement ($\tau_b = 0.46$; $p < 0.001$), self-reliance on tests ($\tau_b = 0.48$; $p < 0.001$), motivation to learn ($\tau_b = 0.40$; $p < 0.001$), independence of doing household chores ($\tau_b = 0.3$; $p < 0.001$), quality of task performance ($\tau_b = 0.36$; $p < 0.001$), timely performance of tasks ($\tau_b = 0.33$; $p = 0.002$), mental well-be-

ing ($\tau_b = 0.33$; $p = 0.003$), regularity of work ($\tau_b = 0.32$; $p = 0.003$), adequacy of the grades issued by teachers ($\tau_b = 0.27$; $p = 0.015$), success in learning ($\tau_b = 0.26$; $p = 0.016$), the obtained grades ($\tau_b = 0.23$; $p = 0.034$). The higher the child's involvement in learning in a remote environment, the better, according to the parent's assessment, the child functions better during online education.

The Kendall tau-*b* test has also demonstrated a statistically significant correlation between the child's degree of independence during remote education and: test passing independence ($\tau_b = 0.39$; $p < 0.001$), child's activity ($\tau_b = 0.32$; $p = 0.003$), independence in doing household chores ($\tau_b = 0.27$; $p = 0.015$), child involvement ($\tau_b = 0.27$; $p = 0.014$), regularity of work ($\tau_b = 0.26$; $p = 0.018$), timely done homework ($\tau_b = 0.26$; $p = 0.018$), motivation to learn ($\tau_b = 0.24$; $p = 0.029$), quality of task performance ($\tau_b = 0.24$; $p = 0.026$), and success in education ($\tau_b = 0.22$; $p = 0.027$). The higher the level of independence of a child during remote education, the better it functions in a remote environment.

ADVANTAGES OF REMOTE EDUCATION

In order to learn more about the parents' opinions on online learning and child work during crisis education, a question was asked about the perceived advantages of this form of education. Among the guardians who expressed their opinion on this issue (10 guardians did not answer this question), 17 stated that online learning has no advantages. Six guardians indicated that there were no factors that made it difficult for students to work during full-time education. Among them, they mentioned other problems with peer contact (students with Asperger syndrome), distraction by classmates during lessons, and no peer violence. Five respondents indicated an increase in parental control, and four – a longer sleep of the child. Four guardians also noticed the time saved because they did not have to go to school or shorten the duration of lessons. Three respondents indicated an increase in the IT and media competences of children. In turn, two guardians noticed greater independence of their children. With regard to the two students, the guardians noticed increased self-confidence and greater commitment to learning. Two guardians indicated the use of ICT tools, which made teaching-learning processes more attractive and increased access to lesson content. One guardian also pointed to the health safety of children who could stay at home at that time and had no contact with sick people. Individuals noticed the possibility of a child participating in lessons during the illness, gaining new skills, or the possibility of referring to materials, teacher's notes posted, e.g. on the Teams platform.

DEVELOPING INTERESTS AND PASSIONS DURING SOCIAL ISOLATION

The vast majority of guardians (48 indications) see their child's abilities or talent manifested in areas such as learning (13 indications), sport (15 indications), social (11 indications), and art (17 indications). Often the children's abilities are reflected in their achievements, i.e. subject competitions (11 indications), sports competitions (7 indications), tournaments (2 indications), Olympiads (1 indication).

Additional classes attended by children enable them not only to develop their interests and abilities but also to compensate for deficits and maintain physical fitness. Eighty-two percent of the respondents' children (49 responses) attended therapeutic or revalidation classes. Almost every sixth student participated in sports activities. Every tenth students attended subject classes. Three of them took part in artistic classes (music – 1 indication; plastic art – 1 indication; art – 1 indication), also three students participated in chess classes, and two had compensatory classes or tutoring. Some children did not participate in extracurricular activities due to the lack of time (1 indication), their suspension during the pandemic (1 indication), or the lack of such activities offered in the facility (1 response). Every twelfth child did not participate in any extracurricular activities.

In a situation of social isolation and closure of facilities, participation in additional classes was often difficult, but almost half of the respondents' children (24 indications) could still participate in them as before the pandemic. Every fourth child (15 students) had to limit the number of their classes, and two attended other classes than before the pandemic. Nineteen children did not attend any classes. During social isolation, the respondents' children most often developed their interests and abilities on their own at home, on the playground (22 indications), almost every fourth child (17 responses) used the media for this purpose, looked for interesting materials on the Internet, watched interesting YouTube channels and TV programs, or used software installed on the computer. Five of the respondents' children reached for the literature that interests them, three participated in extra-curricular activities and training, and two had private lessons. Two students participated in remote activities that allowed them to develop their interests and abilities. Among the respondents' children, there were also children who at that time did not develop their interests and abilities (9 indications). Four respondents mentioned the inability to participate in classes resulting from, *inter alia*, the fatigue of the child with remote work, and suspension of the work of institutions organizing such activities. One person indicated discouragement, lack of motivation.

DISCUSSION

The presented research results are an important voice in the discussion on distance education from the perspective of parents of pupils with SEN. They show that these students, like their peers (see, among others: Buchner et al., 2020; Buchner and Wierzbicka, 2020; Jaskulska and Jankowiak, 2020; Ptaszek et al., 2020; Pyżalski and Walter, 2021) struggled with many problems related to online learning (Trzcińska-Król, 2020). The most frequently indicated problems were difficulties with maintaining attention, decreased motivation to study, or fatigue resulting from constant work at the computer. Parents of older students also pointed to the children's health problems resulting from constant computer work, students' failure to keep up with taking notes, or worse assimilation of knowledge in the conditions of crisis remote education. Students who had higher IT and media competences were more independent. The respondents assessed remote education quite critically (see Amilkiewicz-Marek, 2021). Almost 28% of parents did not notice any advantages and benefits in this form of learning. Few pointed out that during home schooling they could control the child's learning more, or that the child could function better as a student because there were no distracting classmates, or pupils who made fun of, and assessed the student (see, among others, Wiśniewska and Łukasiewicz-Wieleba, 2021; Buchner and Wierzbicka, 2020).

During the pandemic, many parents had to switch to a different organization of child education, reorganizing family and professional life (Doucet et al., 2020; Amilkiewicz-Marek, 2020). The need to provide the child with the education, access to additional activities, not only those enabling the development of interests and passions, but also therapy, corrective and compensatory or revalidation activities was much more difficult, and in some cases very limited or even impossible (e.g. orientation in the environment, auditory therapy, occupational therapy) (Domagała-Zyśk, 2020). These types of activities require the presence of a therapist or specialized equipment. In the presented research, almost half of the respondents' children could still participate in extracurricular activities as before the pandemic (Łukasiewicz-Wieleba, 2020).

Also, in the case of gifted students, it is difficult to unequivocally assess the effects of remote education. Intensive and systematic work under the watchful eye of properly prepared staff and institutions with appropriate facilities is also of great importance for developing abilities. During the pandemic, it was mainly the parents' commitment and dedication that could have contributed to the child's progress, development, and eventual success. Many students developed their interests and abilities at home, on their own, with the support of parents and siblings, and individual students participated in online activities. Some students had to limit their activities because too much fatigue resulting from working online or the closure of the schools did not allow them to do so.

CONCLUSIONS

In the case of students with SEN, distance learning ran the risk of aggravating their problems, increasing inequalities between them and their peers. However, as this is a very diverse group, it cannot be content with an unambiguous assessment. On the one hand, the risk of revealing serious difficulties should be taken into account, on the other hand, it may turn out that for these students the challenges are not greater than for others. Sometimes, however, the situation of remote education may meet their preferences and abilities, and the use of digital technologies may be their strength (Plichta, 2020).

STUDY LIMITATIONS

The main aim of the research was to find out about the specificity of distance education of students as perceived by their parents. The questionnaire did not include a question that would enable a clear selection of a group of children with SEN and not all parents indicated them in their child. The problematic aspect of the research conducted in the online formula was access to the Internet and the use of digital communication by parents. Carers who do not use or avoid this form of indirect communication may not have received information asking to participate in the research and may not have participated in it. Another group of caregivers who may not be willing to take part in the study are parents who, for various reasons, are not interested in their child's education or are overworked, overburdened with other duties or their IT and media competences are insufficient.

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UCZEŃ ZE SPECJALNYMI POTRZEBAMI EDUKACYJNYMI W TRAKCIE EDUKACJI ZDALNEJ W ŚWIETLE BADAŃ SONDAŻOWYCH RODZICÓW

Wprowadzenie: Edukacja na odległość uczniów ze specjalnymi potrzebami edukacyjnymi stanowiła duże wyzwanie dla uczniów, nauczycieli i rodziców. Wiązała się z przezwyciężeniem wielu wyzwań i ograniczeń, związanych m.in.: z realizacją podstawy programowej, wyrównywania różnic pomiędzy uczniami czy pracy opiekuńczo-wychowawczej szkoły oraz ścisłą współpracą pomiędzy rodzicami i nauczycielami.
Cel badań: Celem badań było poznanie opinii rodziców uczniów ze specjalnymi potrzebami edukacyjnymi na temat edukacji zdalnej.
Metoda badań: W badaniu zastosowano metodę sondażu diagnostycznego, a użytą techniką badawczą była ankieta. Narzędziem badawczym był przygotowany elektroniczny kwestionariusz ankiety, który umożliwił zbieranie odpowiedzi od respondentów. Badanie trwało od czerwca do lipca 2021 roku.
Wyniki: Analiza zebranych danych pokazuje, że uczniowie posiadali dobre warunki lokalowe do pracy zdalnej. Głównymi problemami technicznymi, z jakimi się zmagali, były problemy z transmisją danych oraz z połączeniem internetowym. Z kolei głównymi problemami związanymi z nauką były: trudności ze skupieniem uwagi na lekcji w trakcie zajęć online, spadek motywacji do nauki, zmęczenie wynikające z ciągłej pracy przy komputerze. Uczniowie o wyższych kompetencjach informatycznych i medialnych byli bardziej samodzielni w trakcie edukacji zdalnej.
Wnioski: Uczniowie ze specjalnymi potrzebami edukacyjnymi są grupą bardzo zróżnicowaną i nie można przedstawić jednoznacznej oceny edukacji zdalnej. Z wypowiedzi rodziców wynika, że w przypadku jednych był to czas trudny, czy wręcz stracony, dla innych czas kiedy mogli rozwinąć swoje umiejętności i wzmocnić swoje kompetencje akademickie.

Słowa kluczowe: edukacja zdalna, uczniowie ze specjalnymi potrzebami edukacyjnymi, COVID-19.