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PREVENTIVE AND EDUCATIONAL PROGRAMS IN ADDRESSING STUDENTS' EDUCATIONAL AND BEHAVIOURAL CHALLENGES WITHIN INCLUSIVE EDUCATION: TEACHERS' PERSPECTIVES*

Introduction: School is an important space where students develop intellectually, emotionally, socially and culturally. Each school should develop its own and unique educational and preventive program that also protects previously diagnosed educational problems – their manifestations and causes, as well as educational needs.

Research Aim: The aim was to collect the opinions of teachers teaching in grades I–III of public primary schools on the effectiveness of educational and preventive programs implemented in schools and class programs developed on their basis in eliminating the causes of educational and behavioural difficulties, their manifestations and securing the educational needs of disabled and non-disabled students.

Method: Empirical material was collected using Questionnaire for Teachers on preventive and educational programs and their importance in eliminating the causes and manifestations of educational problems and securing the needs of students with special educational needs and their non-disabled peers.

Results: The presented research results show the low effectiveness of school educational and preventive programs in terms of eliminating students' educational difficulties and their potential causes in the perception of teachers. Teachers see visibly greater effectiveness in influencing educational problems and their causes in classroom educational and preventive programs.

Conclusion: It is important to change the approach to the document itself, pay attention to improve the proper assessment of students' educational and behavioural difficulties and needs and also to develop educational competences of teachers and introducing training that will enable them to more carefully design various forms of educational assistance.

Keywords: educational and preventive programs, educational difficulties, behavioural problems, disabled students, educational needs, inclusive education

INTRODUCTION

School is not only a place for acquiring knowledge, but also an important space where students develop emotionally, socially and culturally. It is an environment in which young people learn values, the norms and rules applicable in society that are important for shaping their personality and identity. Students learn how to manage with various situations, establish and maintain relationships with other people, and how to deal with conflicts effectively. Thanks to this, they become more open to others and can function better in society.

This means that education is a targeted activity focused on creating the necessary conditions for the development of qualities on the basis of universal values (Burlakova et al., 2021).

Inclusive education, which is one of the key trends in contemporary pedagogy, requires a multidimensional approach involving both didactic and social aspects. A key element in the effectiveness of prevention and education programmes is their adaptation to the specificities of heterogeneous classrooms, which are characterised by the diverse needs of students, including both students with and without disabilities. As Booth and Ainscow (2002) point out, the process of inclusion requires the creation of "cultures of inclusion" in which schools develop learning communities that eliminate barriers to education and enable all students to participate fully.

The literature emphasises that social skills are one of the most important factors for inclusion in educational settings (Osher et al., 2014). Well-designed prevention programmes should emphasise the development of competences such as communication, cooperation, empathy or conflict management, which are crucial for both students with disabilities and their non-disabled peers (Slee, 2018). International research shows that schools using cooperative learning strategies and collaborative activities in heterogeneous classrooms achieve better results in building inclusive attitudes and reducing behavioural problems (Mitchell, 2014).

At the same time, as Florian (2013) points out, inclusion should not be limited only to adapting educational environments to students with disabilities, but should be considered as a strategy to improve the quality of education for all students, especially those in socially and economically disadvantaged situations. Research also indicates that teachers play a key role in creating inclusive environments, but that their competence to design and implement such activities requires ongoing support and development (Forlin and Chambers, 2011).

In the context of international guidelines such as the Salamanca Declaration (UNESCO, 1994), particular emphasis is placed on the need to combine the efforts of teachers, parents and the school community to create comprehensive programmes to support the development of students in inclusive classrooms. Effective inclusive education requires a holistic approach that takes into account the multiple aspects of student development – cognitive, emotional and social.

This also means that schools should function as a protective factor that promotes safety, motivation, relationships and support for positive outcomes creating a safe haven, providing a sense of mission, fostering positive adult and peer relationships, developing skills and sense of efficacy, and provide students with access to social, mental health supports and leadership opportunities. However, schools can also function as a risk factor with inflexible bureaucratic structures that employ a harsh and exclusionary approach that contributes to negative outcomes (Osher et al., 2014).

It is also important that schools teach children the skills necessary to help them cope with the challenges of daily life. The goal of life skills education is to provide individuals with appropriate knowledge on risk taking behaviours and develop skills such as communication, assertiveness, self-awareness, decision-making, problem solving, critical and creative thinking to protect them from abuse and exploitation (Nasheeda et al., 2019).

Each school, aware of the importance of effective education and prevention, should develop its own and unique program, which requires good knowledge of the environment, proper identification of educational and preventive successes and failures, knowledge about effective and ineffective educational and preventive influences, assessment students' abilities and difficulties and functioning in the school environment, knowledge about school resources, expectations and needs of parents and teachers (Wieczorek, 2018).

The planning of educational and preventive activities must be based on reliable bases resulting from research carried out 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 – and to support and improve these activities. When planning educational and preventive activities, a teacher must have information about his students, covering a range of their academic, family and personal problems. We must not forget that the limits linked to development and to the formation of one's personality are largely linked to the fact of growing up, an increasingly complex reality (Borowik, 2018). Therefore, knowledge of educational difficulties, their multiple causes and the fundamental educational needs of students constitutes an essential reference point for creating truly effective preventive and educational interactions.

When analysing educational difficulties, understood as frequent, escalating behaviour that is inconsistent with generally accepted norms and rules of social life (identified with moral, universal values), which make it difficult for educators (parents, guardians, teachers) to support pupils in their integral development, it is necessary to conscientiously determine their manifestations, this will facilitate the design of actions to prevent and minimize these behaviours.

The catalogue of manifestations of educational difficulties is constantly updated due to newly emerging undesirable behaviours. The most common symptoms are:

aggression, conflict, malicious behaviour, teasing, truancy, lying, negative attitude towards homework, failure in school, theft, the search for addictive substances, arrogance, language, lack of perseverance in the execution of tasks undertaken, withdrawal, running away from home (Zaborowski, 1960; Komorowska, 2014; Ioannidi and Gogaki, 2020). It should also be remembered that every behaviour, both normal or disordered, has its own specific foundations. The most common causes of school difficulties can be found mainly in: factors inherent to children, factors occurring in the family environment and existing in the school environment (Łobocki, 1992). Therefore, the basis of many educational problems and behavioural problems is the underestimation of the value of satisfying psychological needs, such as the needs for security, love, acceptance and belonging, activity and action, recognition, appreciation effort, independence and importance, cognitive, which must be correctly recognized and interpreted, and by creating optimal educational situations, must be satisfied appropriately and effectively (Pawelec et al., 2014).

The content and method of creating educational and preventive programs are specified in the Education Law. Article 26 of this Act describes that:

1. Schools implement an educational and preventive program that includes educational and preventive content and activities addressed for students, teachers and parents.
2. The educational and preventive program is developed based on the results of an annual diagnosis of the developmental needs of students occurring in the school environment.
3. The diagnosis is carried out by the head of the school or institution or an employee of the school or institution authorized by him (cf. Całek, 2021, p. 152).

Educational and preventive tasks are included in the core curriculum of general education in the general tasks of individual types of schools. The regulation on the core curriculum clearly states that the school set of curricula and the school's educational and preventive program form a coherent whole and should take into account all the requirements described in the core curriculum.

The core curriculum of general education and the method of its implementation are therefore a reference point for the development and implementation of educational and preventive programs in schools and indicate that the most important goal of primary school education is to take care of the integral biological, cognitive, emotional, social and moral development of the student (Journal of Laws of 2017, item 977).

Therefore, education and upbringing at school is primarily aimed at:

- introducing students to the world of values, including devotion, generosity, cooperation, solidarity, altruism, patriotism and respect for tradition, identifying patterns of behaviour and building social relationships that support the student's safe development (family, friends);
- strengthening the sense of individual, cultural, national, regional and ethnic identity;

- forming students' sense of self-esteem and respect for the dignity of other people;
- showing the value of knowledge as a basis for developing skills;
- shaping an open attitude towards the world and other people, activity in social life and responsibility for the community;
- orientation towards values;
- developing students' social, moral and aesthetic sensitivity.

A well-prepared educational program together with a prevention program are aimed at: developing students' potential in coping with the challenges of reality, shaping their pro-social attitudes, preventing manifestations of dysfunctions and behaviours undesirable effects, as well as correcting – as quickly as possible – the first manifestations unwanted behaviour patterns (Garstka, 2015).

The core curriculum for preschool education and the core curriculum for general education (Article 4, point 24 of the Education Law) extended the scope of tasks to include educational and preventive tasks for the school and included classes to be carried out with the educator, so the implementation of educational tasks is obligatory for all teachers and employees, school and the school principal exercising pedagogical supervision. As part of the educational and preventive program of a school, all teachers are obliged to shape students' social attitudes and respect social norms, and respect children's and human rights.

The transition from a general school educational program to planning educational work with a class is a difficult and highly responsible art. Maintaining the specificity of the class work plan and at the same time closely linking it with the general school program is the first practical condition for planning educational and preventive work. The second concerns the degree of generality of the content and time perspectives.

The educational program of a school class should consist of the subsystems, such as important events in the life of the class; topics of hours available to the educator; educational programs for individual subjects; a program with a narrow axiological spectrum – determining the identity of the class, e.g. education in truth, responsibility, respect for dignity (Chałas, 2017).

Moreover, planning educational work should take into account several very important factors. First of all, remember that the class is internally diverse. This differentiation may result from students' personality traits, specific developmental challenges or disabilities, or be related to the influence of the social environment. It applies not only to behaviour, but also to the value system and so-called dynamics of the school class as a group. The class is changing in various respects and in various directions, including: learning progress, attitudes and activities change.

Therefore, the class teacher plays primarily the role of the organizer of all care and educational activities. The teacher is responsible for creating an educational

microsystem in the classroom and developing various forms of cooperation with parents and other teachers. The basic organizational tasks of the educator in connection with fulfilling this role are: getting to know the class team and each student and his/her family environment, choosing the financial self-government, activating all students in the life of the class and school, developing a plan of class events and trips, systematic monitoring of attendance, analysis of progress in science (Konopczyński et al., 2023).

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 on the effectiveness of educational and preventive programs implemented in schools and class programs developed on their basis in eliminating the causes of educational and behavioural difficulties, their manifestations and securing the educational needs of disabled and non-disabled students.

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

1. Are the educational difficulties of non-disabled and disabled students eliminated by preventive and educational programs developed in institutions, and if so, what are they?
2. Do the preventive and educational programs developed in institutions eliminate the causes of educational problems of non-disabled and disabled students, and if so, what are they?
3. Are the preventive and educational programs developed in institutions securing educational needs, and if so, which ones?
4. Are there any differences, and if so, what are they, in terms of the effectiveness of school preventive and educational programs in eliminating educational difficulties and their causes and in securing the educational needs of non-disabled and disabled students?
5. Are the educational difficulties of non-disabled and disabled students eliminated by class preventive and educational plans implemented by teachers, and if so, what are they?
6. Are the causes of educational problems of non-disabled and disabled students eliminated by class preventive and educational plans implemented by teachers, and if so, what are they?
7. Are the preventive and educational plans developed by teachers securing educational needs, and if so, which ones?
8. Are there any differences, and if so, what are they, in terms of the effectiveness of class preventive and educational plans in eliminating educational difficulties and their causes and in securing the educational needs of 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 on preventive and educational programs and their importance in eliminating the causes and manifestations of educational problems and securing the needs of students with special educational needs and their non-disabled peers. This questionnaire consists of an information sheet (6 questions) and specific questions (12 questions, 2 of which were multiple choice, the rest gave the opportunity to justify the answer). The questions allowed to determine how teachers assess the effectiveness of preventive and educational programs in influencing aspects related to educational and behavioural difficulties most often occurring among non-disabled and disabled students in the first three years of inclusive education – that is, their causes, manifestations and securing the educational needs of students.

The research involved 77 (93.90%) women and 5 (6.1%) men working in public primary schools in the Lublin Voivodeship. The data obtained indicate that 82 respondents (100%) have master's degrees – of which 68.29% of respondents have qualifications in the field of early school education, and 30 (36.59%) teachers have qualifications in the field of special education (including 4 people – 4.88% have qualifications in both early childhood education and special education). The surveyed teachers work in public institutions, in grades 1–3, as class teachers (56 people – 68.29%) and supporting teachers (26 people – 31.71%).

In the surveyed group of teachers, 58.54% of teachers have no more than 5 years of professional experience, 20.73% have been working in the profession for 6 to 10 years, 18.29% have had 11 to 15 years of professional experience, and 2 people (2.44%) have been working for over 15 years (1 person – 18 years and 1 person – 40 years of experience).

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: 29 teachers (35.37%) have a maximum of one year of experience, 45 teachers (54.87%) have between 2 and 5 years of experience. 6 people (7.32%) have been working with disabled students for 6 to 10 years, and 2 people (2.44%) have over 10 years of experience (but not more than 15 years).

STATISTICAL DATA ANALYSIS PROCEDURE

Using the IBM SPSS STATISTICS 29 program, descriptive statistics of the variables were determined, and then an analysis was performed using the chi-square test of independence of the variables included in this study. This made it possible to indicate the statistical significance of assessments of the effectiveness of preventive and educational programs in terms of such variables as: eliminating educa-

tional difficulties of both non-disabled and disabled students, the causes of these difficulties and the educational needs of these two groups of students as independent variables.

Moreover, in the final stage of statistical analyses, it was checked whether there were statistically significant differences in the assessment of the effectiveness of school preventive and educational programs and class preventive and educational plans in terms of the variables taken into account in the study.

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 the effectiveness of the school preventive and educational programs and the class preventive and educational programs developed on their basis, based on the diagnosis, in terms of impact on causes and manifestations of educational difficulties and securing the educational needs of non-disabled and disabled students.

The analysis of the results obtained allowed to obtain answers to the question: Do you think that the educational and preventive programs implemented in the institution eliminate the educational and behavioural difficulties of non-disabled students? and Do you think that the educational and preventive programs implemented in the institution eliminate the educational and behavioural difficulties of disabled students? (Table 1).

After giving an affirmative answer, the respondents had the opportunity to select specific answers from the given educational difficulties or to indicate their proposal of an educational problem that, in their opinion, had improved thanks to the preventive and educational program implemented at the facility.

Respondents could indicate physical or verbal aggression, self-aggression, academic failures, difficulties in establishing interpersonal contacts, negative interactions with the electronics and media during breaks, ignoring the teacher's instructions, withdrawal, lies, committing theft, truancy, chatting during lessons and disturbing other students while working, difficulties with concentration, hyperactivity, inability to control emotions, neurotic behaviour and school phobias. It turns out that only 15.85% of the surveyed teachers (13 people) see the effectiveness of preventive and educational programs implemented in institutions in eliminating the educational problems of non-disabled students, pointing to positive changes only in emotional difficulties, learning failures, difficulties in concentrating, lack of ability to control emotions and difficulties in self-control, difficulties in establishing interpersonal contacts, outbursts of anger and aggression.

Table 1.
School preventive and educational programs in eliminating educational difficulties of non-disabled and disabled students

Do you think that the educational and preventive programs implemented in the institution eliminate the educational and behavioural difficulties of students?	Non-disabled students		Disabled students		Chi--square value	*p*
	N = 82	%	*N* = 82	%		
Yes	13	15.85	15	18.29	0.253	0.615
No	69	84.15	67	81.71		

Source: Author's own study.

Only 18.29% of respondents (15 people) positively assessed the effectiveness of preventive and educational programs in the same scope in relation to disabled students. Here they indicated positive changes in terms of emotional difficulties, academic failures, difficulties in concentrating, lack of ability to control emotions and self-control, and lack of acceptance by peers. However, the described results of non-disabled and disabled students are not statistically significant, which means that teachers rate the effectiveness of preventive and educational programs in eliminating the educational and behavioral difficulties of students in both groups to a similarly low extent.

The next two questions concerned the effectiveness of preventive and educational programs in eliminating the causes of educational problems of non-disabled and disabled students (Table 2).

Table 2.
School preventive and educational programs in eliminating the causes of educational difficulties of non-disabled and disabled students

In your opinion, do the educational programs implemented in the institution eliminate the causes of students' educational problems?	Non-disabled students		Disabled students		Chi--square value	*p*
	N = 82	%	*N* = 82	%		
Yes	10	12.2	10	12.2	0.003	0.954
No	72	87.8	72	87.8		

Source: Author's own study.

Both in relation to students with and without disabilities – only 12.2% of surveyed teachers (10 people) answered affirmatively, in the case of non-disabled students indicating the effectiveness of school preventive and educational programs in correcting such causes of educational difficulties as: bad behaviour patterns, parents' educational errors and a difficult family environment thanks to establishing cooperation, while in the case of disabled students, teachers noticed effective-

ness only in the attitude of other students towards a child with a disability. An important issue in the undertaken research was to obtain an answer to the question regarding securing the educational needs of non-disabled and disabled students with the help of preventive and educational programs developed at the facility.

A detailed analysis of the collected responses allowed to indicate which educational needs of disabled students and their non-disabled peers are taken into account in the preventive and educational programs developed in the institutions (Table 3).

Table 3.
Meeting educational needs in educational and preventive programs

Educational needs	Non-disabled students		Disabled students		Chi-square value	*p*
	N = 82	%	*N* = 82	%		
Parents' attention	35	42.68	29	35.37	0.586	0.444
Parents' time	23	28.05	21	25.61	0.009	0.925
Parents' closeness	17	20.73	17	20.73	0.093	0.760
Adapting work methods to the individual needs and capabilities of the student	39	47.56	46	56.10	1.549	0.213
Peer acceptance	35	42.68	33	40.24	0.017	0.895
Satisfying the need for autonomy and independence	52	63.41	43	52.44	1.666	0.197
Recognition and appreciation of the contribution of work and effort	50	60.98	46	56.10	0.253	0.615
Teacher's attention and understanding	39	47.56	43	52.44	0.610	0.435
Using appropriate, individually selected reinforcements	31	37.80	45	54.88	5.572	0.018*
Satisfying the need for respect	47	57.32	45	54.88	0.031	0.860
Satisfying the need for acceptance and understanding	39	47.56	31	37.80	1.171	0.279
Developing interests and appreciating activities	41	50	35	42.68	0.595	0.440

*$p < 0.05$

Source: Author's own study.

Most respondents indicate that the programs take into account and meet the educational needs of both non-disabled and disabled students, such as: recognition and appreciation of the contribution of work and effort (60.98% and 56.10%) and satisfying the need for respect (57.32% and 54.88%). The fewest teachers notice that the needs related to parents' interest are taken into account in preventive and educational

programs: parents' closeness (both 20.73%), parents' time (28.05% and 25.61%), parents' attention (42.68% and 35.37%) and peer acceptance (42.68% and 40.24%).

Differences in the assessments of non-disabled and disabled students are visible in the scope of securing the following needs in preventive and educational programs: Using appropriate, individually selected reinforcements (37.80% and 54.88% – for the benefit of disabled students), satisfying the need for autonomy and independence (63.41% and 52.44% – for the benefit of non-disabled students) and satisfying the need for acceptance and understanding (47.56% and 37.80% also for the benefit of non-disabled students).

It should be emphasized, however, that only when there is a need to use appropriate, individually selected reinforcements, statistically significant differences in the assessment of the needs of non-disabled students and their disabled peers are visible. This need is quite obvious and generally known from the point of view of supporting disabled students, which is probably why there are such large differences in the assessment. Teachers assess the remaining educational needs analysed at a similar level in both groups.

An important complement to the picture relating to teachers' opinions regarding preventive and educational programs and their effectiveness in eliminating the causes and manifestations of educational problems and securing the educational needs of non-disabled students and their disabled peers is the analysis of the answers of these teachers regarding the effectiveness of class preventive and educational programs developed individually and tailored to the needs of students in a specific class, based on school program guidelines (Table 4).

Table 4.
Classroom preventive and educational programs in eliminating the educational problems of non-disabled and disabled students

Do you think that your class preventive and educational programs eliminate the educational and behavioural difficulties of disabled students?	Non-disabled students		Disabled students		Chi--square value	*p*
	$N = 82$	%	$N = 82$	%		
Yes	31	37.8	29	35.37	0.196	0.658
No	51	62.2	53	64.63		

Source: Author's own study.

And so, in the case of classroom educational and preventive programs, their effectiveness in eliminating the educational problems of students without disabilities was noticed by 31 respondents (37.8%), and in the case of disabled students, this effectiveness was observed by 29 people (35.37%).

In the case of non-disabled students, these beneficial changes concern primarily: teasing others, emotional difficulties and aggression, verbal violence, difficulties in self-control, learning difficulties, and coping with school pressure.

In turn, in the case of disabled students, thanks to the developed class educational and preventive procedures, the surveyed teachers observe positive changes in the following areas: physical aggression towards others and self-aggression, emotional difficulties, difficulties with self-control, lack of concentration, difficulties in learning. However, the differences in assessment between non-disabled students and their disabled peers are not large enough to demonstrate statistical significance.

It should be emphasized, however, that the assessment of the effectiveness of class programs is statistically significantly higher than the assessment of the effectiveness of school programs ($p = 0.002$ in the case of non-disabled students and $p = 0.014$ in the case of disabled students). This is probably due to the possibility of a more individual approach to specific educational difficulties of students in a given class, as well as their quicker and easier identification during everyday activities.

The analysis of the obtained results also allows to answer the question about eliminating the causes of educational problems thanks to the class educational plans implemented by teachers (Table 5).

Table 5.
Classroom preventive and educational programs in eliminating the causes of educational difficulties of non-disabled and disabled students

Do you think that your class preventive and educational programs eliminate the causes of students' educational difficulties?	Non-disabled students		Disabled students		Chi-square value	p
	N = 82	%	N = 82	%		
Yes	21	25.61	25	30.49	0.357	0.550
No	61	74.39	57	69.51		

Source: Author's own study.

According to 25.61% of respondents (21 people), preventive and educational programs introduced in the classroom minimize negative influence of the peer group and lack of understanding from adults as the causes of educational difficulties of students without disabilities.

In the case of disabled peers – 30.49% of surveyed teachers (25 people) noticed that the causes of their educational problems had been eliminated, such as: parents' educational mistakes, negative influence of the peer group and inappropriate peer relationships.

When assessing this parameter in relation to the effectiveness of school and classroom programs, statistically significant more favourable evaluations of teachers compared to classroom programs are also visible ($p < 0.028$ in the case of non-disabled students and $p < 0.004$ in the case of their disabled peers). In this aspect, differences can also be related to greater individualization and the possibility of observing students in particular classes.

The question summarizing the collection of information from teachers concerned their opinions on securing the educational needs of non-disabled students and their disabled peers thanks to the activities implemented in classroom educational and preventive programs (Table 6).

Table 6.
Meeting educational needs in preventive and educational plans developed by teachers

Educational needs	Non-disabled students		Disabled students		Chi-square value	p
	$N = 82$	%	$N = 82$	%		
Parents' attention	35	42.68	39	47.56	0.640	0.424
Parents' time	31	37.80	33	40.24	0.266	0.606
Parents' closeness	27	32.93	31	37.80	0.747	0.387
Adapting work methods to the individual needs and capabilities of the student	49	59.76	57	69.51	2.023	0.155
Peer acceptance	47	57.32	45	54.88	0.031	0.860
Satisfying the need for autonomy and independence	64	78.05	49	59.76	5.160	0.023*
Recognition and appreciation of the contribution of work and effort	55	67.07	50	60.98	0.485	0.486
Teacher's attention and understanding	59	71.95	57	69.51	0.059	0.808
Using appropriate, individually selected reinforcements	49	59.76	70	85.37	14.223	0.000**
Satisfying the need for respect	55	67.07	51	62.2	0.289	0.591
Satisfying the need for acceptance and understanding	49	59.76	49	59.76	0.016	0.898
Developing interests and appreciating activities	59	71.95	41	50	7.712	0.005**

*$p < 0.05$; **$p < 0.01$

Source: Author's own study.

In this case, most teachers emphasized taking into account and satisfying in class programs such educational needs of both non-disabled and disabled students as: teacher's attention and understanding (71.95% and 69.51%), recognition and appreciation of the contribution of work and effort (67.07% and 60.98%), and developing the needs of respect (67.07% and 62.2%), acceptance and understanding (both 59.76%).

Teachers are least likely to notice that classroom preventive and educational programs take into account the needs related to parents' interest: their closeness (32.93% and 37.80%) and time (37.80% and 40.24%).

The biggest differences in the assessments of non-disabled and disabled students are visible in the scope of securing such needs in preventive and educational programs as: adapting work methods to the individual needs and capabilities of

the student (59.76% and 69.51%) and using appropriate, individually selected re-inforcements (59.76% and 85.37%) – for the benefit of students with disabilities, and for the benefit of students without disabilities – the needs for autonomy and independence (78.05% and 59.76%) and developing interests and appreciation activities (71.95% and 50%).

The obtained results indicate statistically significant differences in favour of non-disabled students in terms of satisfying the need for autonomy and independence as well as developing interests and appreciating activities. However, statistically significant differences beneficial for disabled students are visible, as in the case of school preventive and educational programs, in the need to use appropriate, individually selected reinforcements.

Moreover, the comparison and statistical analysis of teachers' assessments in relation to the effectiveness of school and classroom programs in this area indicates greater effectiveness of class preventive and educational programs in influencing non-disabled students in terms of needs such as autonomy and independence ($p = 0.039$), teacher's attention and understanding ($p = 0.001$), using appropriate, individually selected reinforcements ($p = 0.005$) and developing interests and appreciating activities ($p = 0.002$). However, in the case of disabled students, the differences are visible in need of parents' time ($p = 0.046$) and closeness ($p = 0.016$), teacher's attention and understanding ($p = 0.025$), using appropriate, individually selected reinforcements ($p = 0.000$) and satisfying the need for acceptance and understanding ($p = 0.005$). These differences may result from teachers' knowledge and abilities to select more individual forms of support, according to students' needs.

DISCUSSION

The presented research results show the low effectiveness of school educational and preventive programs, both in terms of eliminating students' educational difficulties and their potential causes in the perception of teachers. Opinions indicating low effectiveness refer to both the effectiveness of actions taken towards non-disabled students and their disabled peers. Teachers see visibly greater effectiveness in influencing educational problems and their causes in classroom educational and preventive programs.

The research indicates that the low effectiveness of upbringing and prevention programmes in schools is mainly due to the lack of individualisation of activities and insufficient recognition of the real needs of students. As noted in the analysis of the results, teachers rate the effectiveness of classroom-level activities as higher compared to school-wide programmes. Such a result is in line with the literature, which emphasises that the personalisation of educational approaches is crucial for the ef-

fectiveness of activities in inclusive education (Florian, 2013; Mitchell, 2014). However, a key issue that needs to be explored further is the role of social skills deficits.

As Osher and colleagues' (2014) research indicates, it is the lack of social skills – such as the ability to cooperate, regulate emotions or communicate effectively – that is the main cause of educational difficulties, rather than disability itself. The results suggest that programmes should focus on developing these competencies through group activities, such as cooperative learning or cooperative-oriented practices in heterogeneous groups (Slee, 2018).

In contrast, the perceived differences in the effectiveness of classroom-level and school-wide interventions can be explained by the greater ability of classroom-based education and prevention programmes to address students' needs on an individual basis. These findings support previous research that shows that flexibility and personalisation of classroom-level interventions yield better results (Forlin and Chambers, 2011). A similar relationship is visible in the assessment of the effectiveness of school and class educational and preventive programs in terms of their impact on meeting the educational needs of students with and without disabilities.

A comparison of the findings with previous studies in the literature indicates agreement with the findings of Osher and colleagues (2014), who emphasised that schools play a key role as both protective and risk factors in students' development. These findings confirm that well-designed educational and preventive programmes can positively influence students' social and emotional development, provided they are appropriately tailored to their needs. On the other hand, the findings support the observations of Booth and Ainscow (2002), who pointed out the need to create inclusive school cultures by removing barriers to education and promoting collaboration between students with diverse needs.

Moreover, it is worth emphasizing the differences in the assessment of which needs of non-disabled students are met thanks to the developed school and classroom programs. In the case of the former, teachers indicate their greatest effectiveness in meeting the need of recognition and appreciation of the contribution of work and effort, and satisfying the need for respect. Their lowest effectiveness is indicated in terms of meeting the needs of parents' closeness, parents' time, parents' attention and peer acceptance. Teachers have a similar opinion regarding the lowest effectiveness of meeting the needs of parents' closeness and parents' time regarding activities carried out as part of classroom educational and preventive programs. However, in the case of classroom programs, the greatest positive impacts are observed in meeting the needs of teacher's attention and understanding, recognition and appreciation of the contribution of work and effort, and developing the needs of respect, acceptance and understanding. This may be due primarily to the more individualized nature of the interactions and greater knowledge of students in the classroom.

CONCLUSIONS

The challenge for schools is to create environments where students are supported in developing the socially accepted skills and capacities to thrive. Steps that may be taken to create emotionally and socially safe and supportive schools that promote students' positive social, emotional, and academic learning should include adopting social and emotional learning as a framework for school improvement, helping schools and teachers to develop the capacity to assess and monitor their social and emotional conditions for learning. But most of all providing schools with effective tools and strategies to diagnose and improve these conditions.

First of all, it is necessary to change the approach to the document itself. It must be treated by school principals and teachers as an important description of systemic, coherent educational and preventive activities – for real (and not pretend) application in everyday school work.

An important element of school activities should also be work with parents, who should understand how important socialization content is included in the program – that they have the opportunity to influence it and that the effectiveness of planned and then implemented activities will be greater when there is synergy between school and home, the child's family. To achieve this, preparing an educational and preventive program should be the task of not individual people, but interdisciplinary teams, consisting of a school pedagogue, psychologist, addiction specialist, etc. and, of course, representatives of parents, which will certainly include various types of specialists (Całek, 2021). It is also important to pay attention to improving the educational competences of teachers and introducing training that will enable them to more carefully design various forms of educational assistance. These trainings should also incorporate new technologies to support programme design and implementation (Florian, 2013).

Only all these factors, in the form of modernization of the possibility of adequate diagnosis, improvement of guidelines for creating educational and preventive programs, with particular emphasis on students with disabilities, and high educational competences of teachers, will allow us to choose the right course of action in each school and, thus, provide the most effective educational help for students with behavioral problems and needs.

STUDY LIMITATIONS

The research was carried out on a group of 82 teachers from public primary schools in the Lublin Voivodeship. Therefore, further analyses on a larger population and comparative studies taking into account differences of opinion towards students with different disabilities, gender or location of the institution would create a broader and more insightful picture of the presented topic.

Although the research presented here provides valuable quantitative data on teachers' perceptions, it is limited by the lack of in-depth qualitative analysis. Qualitative research, such as teacher interviews, case studies or classroom observations, could provide a more detailed picture of the effectiveness of parenting programmes in practice. As Slee (2018) points out, the effectiveness of inclusive education depends on the ability of teachers to implement activities tailored to the specific needs of the group. Therefore, future research could focus on analysing teachers' practices in heterogeneous classrooms, in particular strategies for developing students' social competences and effective methods of collaboration with parents.

An interesting and justified action may be also to conduct research in schools where the adoption of educational and preventive programs is correct, and therefore is preceded by joint substantive work (of parents and teachers), including solid evaluation. The results of such research may be helpful in creating models that will serve as examples for those institutions that are unable to cope with adopting programs or, more broadly, cooperating with parents.

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PROGRAMY PROFILAKTYCZNO-WYCHOWAWCZE A TRUDNOŚCI I POTRZEBY WYCHOWAWCZE UCZNIÓW W EDUKACJI WŁĄCZAJĄCEJ W PERCEPCJI NAUCZYCIELI

Wprowadzenie: Szkoła jest ważną przestrzenią, w której uczniowie rozwijają się intelektualnie, emocjonalnie, społecznie i kulturowo. Każda szkoła powinna opracować własny, niepowtarzalny program edukacyjno-profilaktyczny, zabezpieczający jednocześnie zdiagnozowane wcześniej problemy edukacyjne – ich przejawy i przyczyny, a także potrzeby wychowawcze.

Cel badań: Celem badań było zebranie opinii nauczycieli uczących w klasach I–III publicznych szkół podstawowych na temat skuteczności realizowanych w szkołach programów wychowawczo-profilaktycznych i opracowanych na ich podstawie programów klasowych w eliminowaniu przyczyn trudności wychowawczych, ich przejawów oraz zabezpieczenie potrzeb wychowawczych uczniów niepełnosprawnych i pełnosprawnych.

Metoda badań: Analiz dokonano w oparciu o materiał empiryczny zebrany za pomocą autorskiego Kwestionariusza dla Nauczycieli nt. programów profilaktyczno-wychowawczych i ich znaczenia w niwelowaniu przyczyn i przejawów problemów wychowawczych oraz zabezpieczaniu potrzeb uczniów ze specjalnymi potrzebami edukacyjnymi i ich pełnosprawnych rówieśników.

Wyniki: Zaprezentowane wyniki badań wskazują na niską skuteczność szkolnych programów wychowawczych i profilaktycznych w zakresie eliminowania trudności wychowawczych uczniów i ich potencjalnych przyczyn w percepcji nauczycieli. Nauczyciele dostrzegają wyraźnie większą skuteczność w oddziaływaniu na problemy wychowawcze i ich przyczyny klasowych programów edukacyjno-profilaktycznych.

Wnioski: Należy zmienić podejście do samego programu wychowawczo-profilaktycznego jako dokumentu, zwrócić uwagę na poprawę właściwej oceny trudności i potrzeb wychowawczych uczniów, a także na rozwój kompetencji edukacyjnych nauczycieli i wprowadzenie szkoleń, które pozwolą im na dokładniejsze projektowanie różnych form pomocy edukacyjnej.

Słowa kluczowe: programy edukacyjno-profilaktyczne, trudności wychowawcze, uczniowie niepełnosprawni, potrzeby wychowawcze, edukacja włączająca