

Life aspirations of adolescents with auditory processing disorder and their environmental determinants in the context of social support

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SUMMARY

The Ph.D. dissertation addresses the issue of life aspirations of adolescents with auditory processing disorder (APD) and their environmental determinants in terms of social support. The concept behind the dissertation was a comprehensive approach to the topic of aspirations, which combines pedagogical, psychological, and sociological contexts. The contexts of environmental and social interactions that are the main determinants of aspirations were also included in the analysis of the research issues. The family, as the upbringing environment, the peer group, as well as the school have a special place here, as they are environments dynamically shaping judgements, opinions, life orientations, and attitudes of youth towards the socio-cultural reality.

Due to the consequences of auditory processing disorders for the development of young people, the research issues also included the possibility of full social participation of the subjects and the aspect of social support they receive. Consequently, the study was extended to include a group of teacher-educators and specialist doctors (ENT/audiologists), as they have the potential to provide support to young people diagnosed with APD and their families, as well as to decide on the institutional forms of such support.

The study included 14 families, 328 teacher-educators, and 80 doctors. Exploratory and diagnostic procedure was used in the study. A triangulation of research methods was used in the study to better understand and explore the life aspirations of young people suffering from APD. The study applied the individual case method and the diagnostic survey method. For the purposes of the study, the following were used: document analysis, scales, questionnaire surveys, free observation, as well as individual and in-depth interview techniques. The author's own questionnaire survey and analysis of the short essay "Who will I be when I grow up?" were used to study the life aspirations of the young people. Diagnosis of the functioning of the studied young people in the school environment was carried out through the use of such

tools as the "Me and my school" questionnaire by Elżbieta Skrzypek-Śliwińska, the "Class towards me" and "Me towards the class" questionnaire (authors: Elżbieta Zwierzyńska, Andrzej Matuszewski) and the "Questionnaire of Educational Support" by Piotr Gindrich, while diagnosis of the family environment was accomplished through the use of, among others, the Scale of Parental Attitudes developed by M. Plopa - a version for parents and a version for young people. Social support could be assessed by means of the "Interpersonal Support Evaluation List- 40 v. General Population (ISEL- 40 v. GP)" adapted by Danuta Zarzycka, Bożena Śpila, Irena Wrońska, and Marta Makary-Studzińska. As for the studies involving teachers and doctors, questionnaire surveys were used (author's own questionnaires).

The practical aim of the study was to design an original brochure for parents in order to provide them with specific competences and knowledge about auditory processing disorders so that they can not only support their children better, but also benefit from the support offered. An original brochure was also written for medical practitioners with the aim of raising their awareness of APD, its consequences in terms of the everyday functioning of young people and the possibility of providing the patient with an appropriate document for granting a dedicated form of psychological and pedagogical support. In terms of organising and providing appropriate support to young people and their families, I have also written a series of training courses for teachers and professionals to broaden their knowledge of APD and outlining the possibilities of providing assistance.

The presented analyses have made it possible to determine the life aspirations of young people with auditory processing disorders, the possibilities of the social support provided, as well as the knowledge of teachers and doctors about APD and the forms and ways of providing psychological and pedagogical assistance. Therefore, the cognitive aim of the study (getting to know the life aspirations of young people diagnosed with APD) and the practical aim concerning the pedagogical practice have been achieved. Therefore, it is necessary to emphasise the usefulness of the conducted study in designing preventive and compensatory as well as rehabilitative and therapeutic activities in the aspect of, still not often noticed, problem of functioning of young people suffering from APD in the context of family, school, peer environment, and formation of life aspirations. The study is interdisciplinary, combining theoretical and practical perspectives against the background of pedagogy (especially social pedagogy and health pedagogy), psychology, and sociology.

Keywords: life aspirations, social support, social participation, auditory processing disorder (APD), young people, youth, adolescents, environmental conditions