

# **Book of Abstracts**

## **Education in the Family- Family in Education I.**

**Faculty of Education for Children and Special  
Educational Needs of the University of Debrecen**

**Institute of Pedagogy and Family Sciences of The  
Pontifical University of John Paul II in Krakow**

**2021**





## **Book of Abstracts**

**Education in the Family - Family in Education  
International Conference on Family and Education**  
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**17 May 2021**

**Faculty of Education for Children and Special  
Educational Needs of the University of Debrecen**  
**Institute of Pedagogy and Family Sciences of The  
Pontifical University of John Paul II in Krakow**

**Hajdúböszörmény-Krakow  
2021.**



## **Abstractbook**

### ***Education in the Family-Family in Education***

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# Foreword

## *Dean's Welcome*

Despite numerous crises which have been affecting the family, it still remains the basic educational environment. As a social group, it is also part of the national educational system which has been undergoing dynamic changes. This dependence shows considerable educational potential which may offer children, teenagers, adults and the oldest family members opportunities for development.

We are aware of deficiencies and obstacles in the process of education in the family. We notice great needs in the social dimension of education. Therefore, it is crucially important to organise academic meetings and have discussions on the issue.

Our discourse will acquire a special significance thanks to guests who will represent foreign academic centres. The exchange of experiences will enable us to more fully present the issues which are vitally important for the future of the family and education in the countries of the European Union.



## Conference Schedule

**17 May (Monday) 2021, 10 am CEST**

**10.00 Opening ceremony**

**<https://meet.google.com/koo-pkdm-zos>**

On behalf of the organizers:

GORTKA-RÁKÓ Erzsébet, University of Debrecen

Grzegorz GODAWA, Institute of Pedagogy and Family Sciences of  
The Pontifical University of John Paul II in Krakow

KISS Attila, mayor of Hajdúböszörmény

DROŹDŹ Michał, Associate Professor at Institute of Pedagogy and  
Family Sciences of The Pontifical University of John Paul II in  
Krakow

**Parallel Sessions** (paper presentations)

10.30-13.00

**Closing remarks**

**<https://meet.google.com/koo-pkdm-zos>**

(Nemes Magdolna, Bocsi Veronika,  
Szabó Gyula, Łuszczynska Maria)

13.00-13.10





# Abstracts

## Session 1. EDUCATION IN FAMILY Łuszczynska Maria programme chair [meet.google.com/sgz-rhwb-cje](https://meet.google.com/sgz-rhwb-cje)

1. KUTEK – SŁADEK Katarzyna, PYRCZAK – PIEGA Monika  
*Institute of Pedagogy and Family Sciences of The Pontifical University of John Paul II in Krakow,  
A parent as a teacher and therapist - consequences of limitations in the education of children with special educational needs during the COVID-19 pandemic*

**Abstract:** The adopted and implemented extraordinary solutions related to the organization of the operations of educational establishments during the COVID-19 pandemic did not sufficiently secure the fulfilment of needs of students with special educational needs, including students with disabilities. According to the Act on the education system, the goal of the system is not only to guarantee access to education, but also to support the child's development towards full maturity in the physical, emotional, spiritual and social sphere. Due to the outbreak of the Covid-19 pandemic, a large part of classes is conducted online, which makes the interaction with a teacher and focusing on the presented content much more difficult. This form of teaching is a new form, which is difficult for healthy students and often unavailable to students with special educational needs. These students additionally used the assistance of many specialists, including speech therapists, support teachers, physiotherapists, which in the current situation is extremely limited or even impossible. Keeping children with special educational needs at home causes them to regress in their development. Parents who had to become teachers and therapists because of this situation, even with great effort on their part, are not able to replace contact with a specialist. In the presented article, we will analyse the consequences of limitations in the education of children with special educational needs during the COVID-19 pandemic, and we will also present selected solutions aimed at reducing the negative effects of the pandemic with regard to this group of students.



## **2. GODAWA Grzegorz**

***Institute of Pedagogy and Family Sciences of The Pontifical University of John Paul II in Krakow,***

***The educational context of family functioning in the COVID-19 pandemic***

Abstract: The COVID-19 pandemic disrupted the functioning of societies and individuals. It affected the daily life of the family, modifying its functions. The educational function of the family needs special attention because the family faced the challenge of distance learning. The presentation shows the results of a survey conducted in April 2020 among 358 parents of primary school children in grades 1-6 in Poland. On the basis of statistical analysis, an indicator of the challenges of everyday family functioning and its correlation with selected variables were presented. Qualitative analysis showed the advantages and disadvantages of distance learning in the parents' opinion. The analysis of results showed that distance education was a major impediment, especially in the first stage of the pandemic.



### 3. ŁUSZCZYŃSKA Maria

*Institute of Pedagogy and Family Sciences of The Pontifical University of John Paul II in Krakow,  
Responsibility for the educational process as an essential social factor for development. What COVID-19 revealed about school and family?*

**Abstract:** The paralysis of the world by the COVID-19 epidemic has forced various social institutions to take counteractions to maintain their efficiency, stability and functionality. Schools had to switch to online education quite quickly, families had to deal with many challenges - providing equipment for each child (computer, microphone, camera), finding space at home for peaceful learning, supporting children in the educational process, emotional development, compensate the limited peer contacts. Same time adults (parents and teachers) have found themselves regarding an epidemic situation affecting their professional/personal situation. Two institutions paralyzed by the coronavirus showed that the "pre-pandemic pupil" was somehow relieved of responsibility for his own educational process. What does responsibility for development really mean and to whom it belongs - school? parents? Pupils themselves? How is the Polish education system dealing with this responsibility? Is there a chance to create such an educational system that will share fairly the responsibility among all educational actors - teachers, parents and the students? How are the experiences of homeschooling in Poland can be the way of enhancing the responsibility for an educational outcome? Considerations around these issues will be the focus of my speech.



#### 4. SZELE Anna Szabina

*University of Debrecen,*

***Investigation of the associations between medically assisted reproduction (MAR), pregnancy planning and Bayley-III Screening Test subscales in preterm infants at 12 months of corrected age***

**Abstract:** The aim of our cross-sectional study is to investigate the cognitive, language and motor development of preterm infants (< 37 weeks) (N = 171) and the potential associations between medically assisted reproduction, pregnancy planning and developmental subscales. We measured the development with the Bayley-III Screening Test at 12 months of corrected age. Information on the mode of conception and pregnancy planning was gathered through parental anamnesis. The language and motor subscales were the lowest in the light of the risk of developmental delay. Higher developmental skills were identified in infants who were conceived through medically assisted reproduction and significantly lower cognitive and language skills were found to be associated with unplanned pregnancies. Multi-way analysis of variance was conducted in order to evaluate the impact of the mode of conception and pregnancy planning on subscales.



## 5. BELÉNYI Emese-Hajnalka – FLÓRA Gábor

*Partium Christian University, Oradea, Romania,*

*Language Use and Identity in Ethnic Hungarian and Hungarian-Romanian Deaf Families in Bihor County (Romania)*

**Abstract:** National minority Deaf persons and their families often live in complex identity related contexts, sharing multiple cultural backgrounds. This research discusses language use and identity patterns in Deaf families living in Bihor County (Romania), where at least one of the marriage partners is ethnic Hungarian. Language use and transmission of identity to children in ethnically homogenous (Hungarian) or heterogeneous (Hungarian-Romanian) families founded by Deaf spouses are explored. The research is based on survey among members of the ethnic Hungarian Deaf community in Bihor County (including ethnic Romanian spouses), life-path interviews with selected ethnic Hungarian Deaf and family case studies of two or three generation Deaf families. The research results confirm that the ethnic homogeneity of Hungarian Deaf families acts as a key factor in the cross-generational transmission to children of Hungarian national identity and of the Hungarian sign language / oral language knowledge. In the multi-generational families where Deaf and hearing, ethnic minority and ethnic majority family members are present, specific, multifaceted communication models might prevail, favouring specific multicultural modes of intra-familial identity development and transmission.



## 6. SALAMON Katarzyna

*Institute of Pedagogy and Family Sciences of The Pontifical University of John Paul II in Krakow,*

*Sociological insight into privacy in postmodern cities as a main factor of socialization process and family life.*

**Abstract:** The presentation gives sociological insight into privacy as a deep way of understanding this phenomenon in postmodern times. I intend to show how privacy could be seen as one of the central issues of changing postmodern cities and family life. The postmodern city might serve as a prime example of a social and physical space in which different processes concerning the individuals, families and the society result in new forms of privacy. Changing social space of today's urban environment forces us to rethink the individual and the private space which is being negotiated by all of us in relation not only with others, but also with the new urban environment (saturated with new media, intertextual, commodified, etc.). The clearer demarcation between the public and the private would potentially facilitate the political, citizen sphere as well as family life and also protect the private lives of the individuals from commercialization and the power of capitalist relations in socialization and educational processes.



**Session 2.**  
**FAMILY IN EDUCATIONAL SYSTEM**  
**Gyula Szabó programme chair**  
**<https://meet.google.com/vpa-jqud-ane>**

**1. NÉMETH Nóra**

*Gál Ferenc University,*

*Issues of socialization and communication in the Covid period between schools and families*

**Abstract:** In our research, we try to answer the question of what kind of support schools provide for families to learn children at home during Covid. The topicality of the issue is indisputable. The experiences that both schools and families gain in these times provide important information for future educational directions and for rethinking the concept of socialization. In addition to technical (ICT) support, the areas of education and upbringing are emphasized. Where to feel the attention to the emotional and social life of students. What forms of contact do teachers and parents prefer and which are a real help for both families and schools, and of course for children. In our research, we examined primary and secondary schools. During the research, we mapped the responses to the current situation through document analysis and interviews. There are significant differences between the primary and secondary school age groups. Children's independence and awareness proved to be outstandingly high in the high school age group. However, in the case of primary school students, the family faced a number of conflicts regarding home learning. Respondents also reported different experiences on the part of schools. The relationship between educators and parents can be examined from several perspectives. As a result of our research, additional issues arise in the relationship between school and family, both in the areas of communication and socialization.



## 2. NEMES Magdolna

*University of Debrecen,*

*The difficulties of becoming a bilingual child - Hungarian Children in the UK*

**Abstract:** Between the child and the parent, a bridge is provided by speech, the basis of human communication. In order to create this bridge, the child has to be in an environment filled with speech. However, that environment may offer not just one but several languages as communication media both with the child and between other members of the immediate speech community. In our paper, we give an insight into families living in the UK in which one of the parents is a Hungarian native speaker. In the 30 families, 50 children are being brought up, who get into contact with at least two languages in a natural way (2019-2020). Multilingual parenting can be carried out in several ways, for example when the mother's and the father's first language is the same and they both use it when talking to the child, who is exposed to another language outside the home. It is more outstanding, though, when the father and the mother are from different nationalities and use their own language when speaking to the child, but the parent can communicate with the child in a language learned by him/her as well. In our paper, we write about the advantages of being bilingual as well as the sometimes unforeseen difficulties multilingual families might face while bringing up children.





### 3. PETŐ Ildikó

*University of Debrecen,*

*Faculty of Education for Children and Special Educational Needs, Siblings?  
Caregivers? Sibling carers.*

**Abstract:** The increasing life expectancy of adults with intellectual disabilities has raised new questions and challenges for families. Depending on the severity of their condition, people with intellectual disabilities need support for their family and environment to varying degrees throughout their lives. Addiction creates a new problem as parents get older and care has to be taken over by siblings. Sibling care should obviously be interpreted differently than when it is done by a family member or a paid professional because it is more emotionally complex. We know little about sibling caregivers, we only have hypothetical answers to a question based on a small number of studies or research in similar areas. The presentation aims to give an overview of the complex situation and motivations of adults caring for their mentally disabled siblings. Getting to know sister carers is necessary for the special education and social policy support system to adapt properly to the situation of the unfortunately barely 'visible' population.



#### 4. SZABÓ Gyula – RÁKÓ Erzsébet

*University of Debrecen,*

*Crèche services beyond primary care, supporting family education in Hungary*

**Abstract:** The year 2017 brought a significant change in crèche services in Hungary, with a transformation of the institutional system. The service provider or the institution providing day-care is allowed to organize family support services in addition to the priority of primary care. Such services may include playgroups, periodic childcare, child hotels, educational counselling, and toy and equipment rental. All these services are available to any family. The aim of the research was to examine the transforming crèche system and to present family support services beyond the basic crèche services in Hungary. The research is based on a questionnaire survey carried out between March and June in 2018, which included interviewing the managers of crèches operating in Hungary. The authors used the database of the Hungarian Association of Nurseries that includes 1225 nursery schools. The online questionnaire was sent to each of these institutions. Answers from 289 institutions were received, which is 23.6% of the nurseries in the database. For the statistical analysis of the retrieved data the software SPSS 22 was used by the authors. Overall, based on the findings of the research it can be concluded that the basic programme of crèches allows for the provision of other family support services in addition to the basic care and education tasks, but this is not extended to crèche services.



## 5. GYÓRBÍRÓ András

*Partium Christian University, Oradea, Romania,*

*The causes of the lack of continuity in education policies in Hungary and Romania*

**Abstract:** In both countries we can observe looking back over the three decades of democracy several massive turning points in terms of educational policies. In my presentation I will offer an insight into some relevant political and social reasons and effect-mechanisms which lead regularly to sharp shifts in terms of defining aims, directions, measurement tools and basic structures of education policies. I will also highlight some key phrases which the previous governments in both countries used to label their educational reforms and beyond this, I will also mention various social consequences of these changes, especially the ones affecting less wealthy families with limited access to non-formal educational forms to cover possible gaps their children may gather during their schooltime.



## 6. ENGLER Ágnes - DUSA Ágnes Réka - MARKOS Valéria

*University of Debrecen,*

*International and national educational researches during digital education caused by coronavirus*

**Abstract:** The pandemic has brought important changes at all levels of society and in education as well. These changes required flexibility from education actors, families, but also the development of existing professional competencies and the introduction of new skills. The introduction of online education has appeared as a new field in international educational research. In the spring of 2020, researchers began to plan and began their surveys, which examined the situation from different perspectives. In our presentation, we investigate to how changed the interest of the researchers in the field of digital education and what direction and what levels the research started. We highlighted the difficulties of education in the family and the role of parental assistance. We examine the topics of researches according the home learning, f.e. ICT background in the families, ICT competence of parents, relationships in the families etc. To answer the questions, the XX. National Conference on Education and the 3rd International Conference on Future Education can provide a basis. Both conferences were held in the fall of 2020, making them the first educational science forums where participants could be the first to discuss their results. We selected abstracts specifically related to digital education that occurred during the pandemic and subjected them to content analysis.



## Session 3.

### SOCIAL ASPECTS OF EDUCATION

BOCSI Veronika programme chair  
[meet.google.com/cpw-cofi-aez](https://meet.google.com/cpw-cofi-aez)

#### 1. BOCSI Veronika

*University of Debrecen,*

*The process of students' socialisation – from the aspect of lecturers*

**Abstract:** The process of students' socialisation was formed by the ongoing evolution of the mass higher educational system, the efforts of various educational policies, the market-like situation developing among institutions, and the circumstances of universities in terms of culture and lifestyle. The level of students' integration seems to be weakening in the current situation and since practical elements have presumably become more significant we may suppose the dominance of vocational elements in the field of students' socialisation process. We created 31 semi-structured interviews with lecturers in Hungary. Quantitative and qualitative content analysis were used during the data processing. We formed categories, which are based on the academic literature and the texts of interviews. According to our empirical findings, the effects of higher education are extremely complex and vocational elements are not the only content which is transmitted. With the help of the interviews, we can describe lecturers' intentions. It may be important that there are no lecturers in the fields of humanities, fine arts and social sciences who can be described as having 'purely' vocational intentions. Some institutions have a strong profile in the fields of 'helping attitude' and 'moral elements', and 'transformation of personality' is more significant in those segments of higher education in which the socio-cultural background of students is lower. Lecturers can generally see the barriers to this transmission process and sometimes they feel in an alienated situation. Some lecturers highlighted that the integration of students seems to be less intense than in earlier decades.



## 2. MEZŐ Katalin

*University of Debrecen,*

*Effect of the time on creativity measuring procedures*

**Abstract:** Although time plays a role as a latent or explicit factor in all creative processes, a direct examination of the role of time occurs less frequently in creativity research (Mező K., 2017; 2019; Mainemelis, 2002; Runco, 1999). In this presentation, a slice of complex research on the temporal aspects of creativity appears, that focuses on the revision of Hungarian versions of creativity tests because the last standardization of these tests had been for more than 30 years. The applied tests were the Alternative Uses Test (as verbal creativity test), the Circles Test (as a figural test), and the Raven nonverbal intelligence test (as a complementary means of study). The sample of this presentation was 1363 elementary and secondary school students, whose 35331 responses were recorded and analyzed. According to the results, the differences in scores of the old and new (revised) evaluation tables of all tests and age groups are significant ( $p \leq 0,05$ ). From viewpoint of the revised scores, there is a significant difference with respect to fluency, originality, and flexibility in both tests and all age groups. Consequently is that time has a significant effect on the validity of investigative tests, so continuous review (at least every 10 years) is essential in order to be able to convey to the parents a real picture of their child's creativity through measurements.



### 3. RÉTHÁTI Csilla

*University of Debrecen,*

*The emergence of language disadvantage in families with unfavorable socio-cultural backgrounds*

**Abstract:** The choice of the topic of the study is justified by the fact that, as a practicing special education teacher, we have to pay special attention to people with problems arising from socio-cultural backgrounds. This is supported not only by the issue of social sensitivity, but also by a number of social science research and statistics. A solution must be found to the problems of these families. Children from the environment using a limited language code are more likely to start with a language disadvantage or language delay, these ability deficits do not or only moderately decrease during the years of institutional education. As these families are unable to change their situation on their own due to their disadvantage, it is of vital importance to include nursing or other interprofessional counseling as part of speech therapy care. The topic of the study is the effect of the parent's educational attitude on the child's language development, the examination of how the feeling of parental competence affects the foundations of the speech development stage, the appearance of the first words. Our studies were conducted with the involvement of disadvantaged Roma / Roma families. We hypothesize that the siblings of disadvantaged children who are brought up in a family and show language delay may have below-average vocabulary even at a later age. Our other research topic is whether mothers need to raise their children with different attitudes than their own parents did.



#### 4. Arkadiusz KRASICKI - Mira KLARIN

*University of Zadar,*

*Nazareth school as a stimulus in the biblical formation of the family community  
Agnus Dei*

Abstract: Jesus known as the Teacher and Educator of Nazareth grew up in a family. In his own home, surrounded by family, he received the first line of upbringing. He was formed like other Jewish children. His words and deeds delighted the whole world. Even today, they are a stimulus and a way for many generations of Christians to form. This article will take into account the Gospel of Mark as a fundamental factor in the formation of the family community "Agnus Dei" in Šibenik, Croatia. The aim of this research is to determine whether the attitude towards their own family and their children has changed in the one-year catechesis participants. In other words, we will examine the effect of the text of Mark's Gospel on spouses. During the research we will be based on the manual Notebook by St. Mark (Arkadiusz Krasicki, 2020.).

The research will involve 30 participants in catechesis conducted once a week for a year. In order to answer the research questions, the following measuring instruments were used: Family Interaction Quality Questionnaire (Vulić-Prtorić, 2004) which examines the assessment of the quality of family relationships and the Parental Behavior Perception Scale (Macuka, 2007) which measures parents' perception of children's behavior. on two dimensions: emotionality and psychological control. In doing so, the emotional dimension includes the acceptance factor and the rejection factor. We assume that the results achieved on the applied measuring instruments will indicate a significant effect of one-year education in the direction of a more positive attitude towards the family and more positive parental behavior towards children.





## 5. Elzbieta OSEWSKA

*University of Applied Sciences, Tarnow,*

*Home - Parish - School Cooperation in Europe. Possibilities and Illusions*

**Abstract:** This presentation intends to clarify the interplay between the dynamic components of the three interrelated initiation systems: home, parish, and school. In particular, the specific contribution of families and parishes represent complementary approaches to education, to getting acquainted with its tradition, and continuing it in the present situation. If the three settings are supposed to cooperate and to offer a solid base for a further commitment towards education, they have to cooperate, even if they often cause tension and misunderstanding. I intend to address five aspects: 1. Dimensions of education; 2. Personalistic vision of human being and education; 3. The specific tasks of families, parishes, dioceses, and the universal church in view of guaranteeing Christian education; 4. Addressing the present challenges; 5. The role of parents in cooperation with parishes and schools.



## 6. HASLAUER Edina - KLEIN Ágnes - TANCZ Tünde

*University of Pécs,*

*Working Toward Common Goals; Best Practices in Building Positive and Trusting Relationships with Families of Children with Special Needs*

**Abstract:** Teachers can and must play an important role in building positive relationships with families, which is vital in the educational outcomes and achievement of children. However, reaching out to parents and caregivers has become increasingly difficult, not only because of the multitude of newly emerging family structures, such as, the growth of single parent households, cohabiting caregivers, transnational families, etc. but also because of the expanding social and economic pressures that many families are facing. In this context, raising children with special needs can be especially demanding on any family. In addition, upbringing a child with special needs is often coupled with stigma, lack of support at work, deteriorating social status, disproportionate family responsibilities, and narrowing social relationships.

In this presentation, applying Bronfenbrenner's Ecological System Model we will introduce those problems that pose especially difficult challenges for families that raise a child with special needs, exploring various issues and relationships in the child's micro, meso, exo, and macro systems, and provide recommendations that teachers can incorporate into their daily practice in creating positive connections with parents that support the child's educational progress. We will elaborate on how to develop trusting rapport with families, collaborate with caregivers toward common goals, involve parents into their children's education, strengthen the family and school communication, and consult and educate families while respecting their wealth of knowledge and empowering them about their child's upbringing.



## 7. ERDEI Ildikó

*University of Debrecen,*

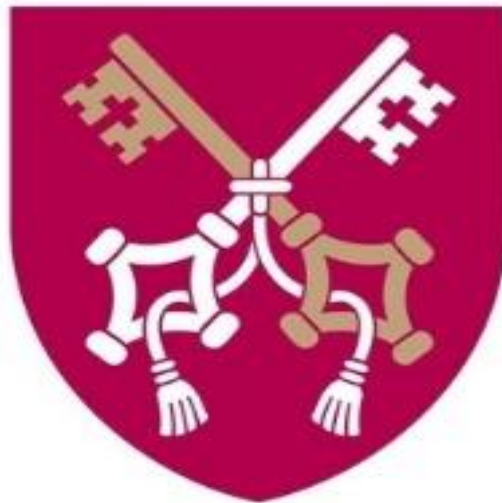
*Learning outcomes of young people in the child protection system*

**Abstract:** In recent years, there has been an increasing emphasis on placing children in foster care. Our main research aims to explore the connections between the future orientation of disadvantaged young people living in residential care homes and foster families. Currently, 23090 children and young adults supported by the child protection system live in Hungary (KSH, 2019). To restrain its social reproduction, it is important to see the recruitment so who they are and also where and why they got into the child protection system. Ensuring the physical and mental health of children is in the interest of children on the one hand, and that of the society due to the reproduction on the other hand (Ferge, 1994). In terms of the practical benefits of the research, the importance of the attitudes of young people in the child protection system is unquestionable from a psychological, educational and educational political point of view. It is important to meet the goals, desires and plans of young people as these contain their hopes and fears. The relationship between personal goals and self-regulation is one of the determinants of quality of life that promotes integration into society.





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