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The Potential of ICT in Counteracting the Social Exclusion of Students with Mild Intellectual Disabilities

Abstract

This article addresses the issue of counteracting the social exclusion of students with mild intellectual disabilities with regard to organisational aspects, and also defines other selected aspects. In particular, this article attempts to determine whether, in the opinion of teachers co-organising education, information and communication technology (ICT) tools present an opportunity to counteract the social exclusion of students with intellectual disabilities.

The introduction provides a conceptual framework for the terms used in the article, outlining the current knowledge regarding social exclusion and modern ICT. The next section examines the social exclusion of students with mild intellectual disabilities in educational institutions. Given the ongoing economic and environmental changes, this has become a common problem. At the same time, the rapid development of ICT could be an opportunity for educators to support the inclusion of excluded students.

The article goes on to discuss various ways of organising didactic, remedial, and compensatory classes using ICT tools. The conclusions on digital tools as a means of preventing social exclusion are based on surveys conducted among a deliberately selected group of teachers co-organising the education of students with mild intellectual disabilities, the author's own experience, and a review of the relevant literature.

Keywords: information and communication technologies (ICT), digital education, mild intellectual disability, Special Educational Needs, social exclusion

Introduction

Although numerous researchers have studied the social functioning of individuals with intellectual disabilities (Blicharz, 2020; Chrzanowska, 2003; Klimczak et al., 2017; Kościelska, 1984; Panek & Czapiński, 2011; Szarfenberg, 2007), there are grounds for revisiting the issue of social exclusion among students with mild intellectual disabilities. This is particularly relevant in light of intensive societal changes brought about by digital transformation. Over the past decade, Polish schools have had to adapt to these transformations, implementing numerous modifications to align with new realities. These changes have affected teaching methodologies, curricula, and the education of students with special needs.

An exploration of the functioning of students with mild intellectual disabilities in educational institutions must begin with an attempt to define the challenges they face amidst shifting worldviews and global digital transformation. Difficulties in acquiring basic skills often make these students more vulnerable to manipulation and hinder their ability to establish and maintain peer relationships (Domagała-Zyśk, 2012, p. 14). Social exclusion is becoming increasingly common, as interpersonal bonds weaken in information societies (Pilch, 2007, p. 101). Maintaining social connections through digital tools (such as social media and communication platforms) is now regarded as one of the most important digital competencies (Jasiewicz et al., 2015, p. 18). At the same time, a notable shift in worldview can be observed, where the legitimisation of rationality and equality in all differences is gaining recognition. This includes acknowledging individuals with disabilities as possessing the same potential and rights as others (Doroba, 2010, p. 6).

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Separationist behaviours also affect young people of school age (Lukasek, 2020, p. 396). One of the key causes of exclusion among students is peer discrimination, which occurs when individuals are denied equal rights and restricted from accessing key aspects of social life due to specific characteristics that neither in themselves nor due to their consequences are formally penalised (Czapiński, 2011, p. 340). Hilary Silver identified people with intellectual disabilities as one of 23 groups particularly vulnerable to social exclusion due to their low and disadvantaged social status (Silver, 1995, p. 74).

According to Fred Mahler (1993, p. 193), the characteristics of social exclusion include lack of power and limited access to decision-making, fewer rights and increased obligations, restricted educational opportunities, social stigmatisation and discriminatory practices. Students in state schools also face most of these challenges.

Ultimately, the definition of *social exclusion* adopted in *Poland's National Strategy for Social Inclusion* specifies that it is "The lack of or restriction on the ability to participate in, influence, and benefit from fundamental public institutions and markets, which should be accessible to all"(Narodowa Strategia Integracji Społecznej dla Polski, 2003, p. 23).

For the purpose of this study, a simplified definition of *social exclusion* has been adopted, according to which it refers to situations in which a student is unable to participate in classroom activities (both educational and social) and represents the opposite of classroom integration (Żuraw & Dryżałowska, 2017, p. 3).

An exploration of the use of ICT in the process of social inclusion must begin with an explanation of the term itself. ICT is an acronym for *Information and Communication Technologies*. In working with children and young people, it refers to teaching and therapeutic methods based on communication, processing, and transmitting information in electronic form. The European Commission's definition emphasises that in the face of digitalisation and the rapid development of information and communication technologies, ICT tools are crucial for enhancing Europe's competitiveness. Between 2014 and 2020, EUR 20 billion was allocated from the European Regional Development Fund to support development of ICT tools. These investments are essential to achieving the Commission's goal of preparing Europe for the digital age (European Commission…, 2022).

ICT tools primarily include various types of software, applications, platforms, and even instant messaging tools for online learning. The use of ICT helps students develop more effectively, supports traditional educational content and communication methods, significantly improves teaching quality, creates innovative learning opportunities, and effectively enhances logical thinking skills. According to researchers, ICT now plays a fundamental role in addressing deficiencies in social relationships and building a cohesive system of values (Kwiatkowska & Rola, 2015, p. 24).

The Educational and Developmental Potential of ICT

Modern technologies in communication and teaching not only help students adapt to a changing reality. More importantly, they provide equal access to education and enable the inclusion of those who may have previously experienced social ostracism. New digital technologies have a profound impact on children's motivation, making teaching and learning more effective, and transforming educational methods. This perspective is shared by many researchers (Bednarek, 2015; Furmanek, 2003; Watkins, 2013) and is also supported by the Ministry of National Education, as evidenced by its efforts to modernise educational institutions.

Digital skills are among the key competences identified by the Council of Europe in 2018 as essential for self-fulfilment, social participation, and employment opportunities. According to this regulation, effective use of digital technologies requires a reflective and critical approach to their development, along with an "ethical, safe and responsible approach to the use of these tools" (Council Recommendation…, 2018). Therefore, teachers' digital competences and their willingness to continually develop them are of great importance. Digital tools serve as additional teaching aids, while proficiency in using the internet and social media enables the exchange of experiences and materials necessary for working with students with special educational needs (SEN).

At the stage of implementing changes in the education of students with disabilities, the most crucial factor determining their effectiveness is the role of teachers. Their engagement and belief in the legitimacy of the innovations introduced determine ultimate success, whereas resistance makes reforms difficult, if not impossible, to implement (Gajdzica, 2011). As Piotr Plichta notes, in the past, special educators were primarily responsible for addressing the challenges of social inclusion for students with intellectual disabilities. However, "today, knowledge about the functioning of this and other groups of people with disabilities must also be applied by teachers working in mainstream education" (2013, p. 122).

Since the idea of integrating modern technologies into education began to develop, both their image and potential have evolved. Increasingly advanced hardware components (processors, graphics cards) have enabled remote participation in classes and the creation of more sophisticated teaching aids. This proved indispensable during the pandemic, and afterward, it greatly simplified the organisation of individual lessons. The provision of digital tools in schools is now becoming increasingly widespread (Piecuch, 2016, p. 110). However, there is a risk that in the pursuit of school digitalisation, the needs of students with intellectual disabilities may be marginalised. For this group, the increasing digitalisation of education may become an insurmountable barrier. Thus, the needs and capabilities of students with intellectual disabili-

ties must not be overlooked in plans for integrating modern technologies (Plichta, 2012, p. 69).

However, when adapted to the individual needs of children with intellectual disabilities, modern technologies can serve as a bridge connecting them with other students, providing them with a chance for educational success. To achieve this, students with intellectual disabilities often require increased support, curriculum adaptations, and an individualised approach (Gajdzica, 2011, p. 60). Therefore, children who struggle with learning due to developmental limitations or dysfunctions can benefit from computer equipment that is easy to use and provides an alternative way to grasp even complex concepts. The use of smartphones and tablets is intuitive, and many students already possess these skills before beginning their formal education.

Information technologies can also support the social and emotional development of students with intellectual disabilities by facilitating remedial classes that enhance their social competences (e.g. SST or ART[1] programmes). Lessons incorporating ICT are particularly engaging for students, encouraging active participation. Since motivation is a key factor in working with students with SEN, digital tools provide a natural and effective means of support. Given that using digital technologies is second nature to young people, they are increasingly being integrated into individual educational and therapeutic programmes (IPET).

According to research conducted by the Educational Research Institute (Białek, 2013, pp. 32–35), teachers believe that lessons using modern technologies offer many benefits to students with intellectual disabilities, including:

- Enhancing students' autonomy,
- Unlocking the potential of students with communication difficulties,
- Enabling educational success,
- Allowing tasks to be adapted to students' abilities and interests,
- Increasing intrinsic motivation for learning,
- Reducing feelings of isolation,
- Allowing students to learn at their own pace.

Computers and software tailored to students' abilities undeniably support their learning process and boost their self-esteem by providing opportunities to participate in peer groups and school communities. According to Dobrowolska "By using available educational programmes, children can improve visual-motor coordination, precision, perceptiveness, attention shifting, and concentration. Modern technologies thus promote better development of their educational potential and help overcome limitations resulting from disabilities" (2018, pp. 17–18).

Integrating computers into the learning process enlivens lessons and motivates students to engage in their work. For students with SEN, tasks such as writing, reading, or counting might be extremely challenging–or even impossible–without the use of modern technology. ICT can also be effectively used with students experiencing difficulties in social interactions.

Students with mild intellectual disabilities may sometimes struggle with motivation, experience fatigue due to their learning difficulties, or have shorter attention spans than their peers. ICT tools, which combine text, sound, music, and animations, prove highly effective in remedial classes. These stimulating multimedia elements help students with intellectual disabilities to focus for longer periods. For this reason, it is worth incorporating applications that support the work of teachers and specialists (Dobrowolska, 2018).

Thanks to new technologies, children with SEN can participate more actively in interactions and communication with their environment. Digital tools help students complete school tasks, improve information retrieval and processing, and help them play a greater role in the classroom community. Some researchers suggest that ICT is an element of both technology and culture (Bober, 2008).

Many students with mild intellectual disabilities find ICT motivating, as it encourages them to take an active part in lessons, supports the development of their passions and interests, and enhances cognitive abilities and visual and auditory perception (Siuda, 2015). For some children with SEN, ICT in education also serves a therapeutic function, helping them overcome limitations related to their disability.

Warschauer (2003, p. 38) states "Just as literacy was essential for participation in industrial society, ICT skills are now crucial for full engagement in the digital era".

ICT in Didactic, Remedial, and Compensatory Classes

Many researchers have highlighted the social disadvantages faced by students with intellectual disabilities in inclusive classrooms (Chodkowska, 2004; Maciarz, 2001). This may indicate the low effectiveness of inclusion efforts in educational institutions. Research by Grzegorz Wiącek suggests that children with intellectual disabilities are significantly less liked by their peers and, as a result, experience fewer

[1] SST (Social Skills Training) is a group-based approach designed for individuals experiencing social hardship. During these sessions, participants develop essential social skills necessary for everyday functioning.
ART (Aggression Replacement Training) is a cognitive-behavioural method for behaviour modification, developed in the 1980s by Professor Arnold Goldstein at Syracuse University (USA). The theoretical foundation of the programme is based on learning theory, which assumes that aggression is primarily a learned behaviour acquired through observation, imitation, direct experience, and repetition.

positive emotions and more negative reactions from other children in the class (Wiącek, 2008, p. 59). The risk of social exclusion is therefore a real and pressing issue.

With modern technologies becoming increasingly accessible, they are being introduced into teaching from the earliest school years. As a result, many students are already familiar with digital tools that can be effectively used in both remote and in-person lessons. Many schools now have interactive whiteboards, which enrich lessons by enabling screen sharing for both in-class and distance learning. Additionally, textbook publishers are increasingly including educational applications that align with curricula at various educational levels. Similar software is being developed for remedial, corrective-compensatory, and social-emotional skills training classes, as well as speech therapy. Joanna Zielińska notes that "What matters is not only the educational aspect but also the support for integration, meeting students' needs, fostering faster and more comprehensive development in various areas, encouraging social interaction, and strengthening their connection with the wider society" (Zielińska, 2014, p. 80).

The structure of subject-based lessons in inclusive classrooms, where students with intellectual disabilities learn alongside their neurotypical peers, differs from that of special education classes, where all students have a disability statement. Since the national curriculum applies the same educational requirements to all students, teachers must seek innovative solutions to adapt the programme to the child's abilities. Lesson planning for a student with intellectual disabilities should begin by defining clear objectives, as these will determine the teaching methods used during the lesson. Short-term and long-term goals will require different approaches. During in-person classes, when using computers or tablets, teachers can assign several students to one device, encouraging teamwork and collaborative learning. A long-term goal in this approach is to integrate students with intellectual disabilities into the classroom community. As Sobocha and Pietrzak observe, teachers working with this group of students "must fully commit themselves in order to achieve, at times, extraordinary things—things that may seem trivial, insignificant, or unremarkable to most of society" (2017, pp. 298–299).

Another opportunity to integrate ICT into working with children with intellectual disabilities is through remote lessons, which are most effective when based on close collaboration with parents. Therefore, lessons should have clearly defined objectives, formulated in a way that is easily understandable for parents. A detailed lesson plan and specific teaching techniques should be established for each objective. When planning remote learning, it is helpful to identify reinforcement strategies that can be used during lessons. It is essential to determine which reinforcements parents already use, as all pedagogical interventions must be tailored to the individual needs and capabilities of the student. Teachers and caregivers should jointly decide which reinforcement techniques can be applied, as well as when and how they should be provided. This decision should not be solely based on previous teaching methods, as the specific nature of distance learning requires different strategies and techniques.

During therapeutic sessions, it is also important to agree with parents on the number and duration of reinforcement techniques used with the student. The best approach is to draft a contract that clearly defines the methods and techniques of therapy used in remote work, as well as the extent of parental support. Many teachers use intensive teaching methods, following a fixed pattern: stimulus/instruction → prompt → student response → reinforcement. This approach requires cooperating with parents with respect to the reinforcement techniques to be used, ensuring that a consensus is reached as to the type of reinforcement technique used, as well as who will administer it and to what extent.

A crucial element in remote education for students with intellectual disabilities is the proper organisation of the learning environment. The study space should be consistent and free from distractions. It should be located in a quiet area where the child is not disturbed by other people. Toys and unnecessary items should be removed, and attention should be given to appropriate lighting and a comfortable seating position when using a computer.

The duration of lessons (e.g., remedial sessions) should be adjusted to the student's abilities and interspersed with breaks. During these breaks, the child should be encouraged to step away from the screen, get fresh air, or take a short walk. It is also beneficial to plan free time after lessons, allocated for play or household tasks. One of the key teaching strategies for students with intellectual disabilities involves proactive techniques, which focus on reducing or preventing challenging and undesirable behaviours. To implement proactive strategies effectively, it is essential to understand the child well, including their interests, needs, and abilities. With parental support, a list of socially acceptable alternative behaviours can be created to replace non-functional ones. For example, instead of walking away from the computer or turning it off, the child can be encouraged to use the phrase *I don't want to do this right now*. Proactive planning should also be incorporated into lesson preparation. If a parent informs the teacher that the child is tired, hungry, unwell, or had a sleepless night, it is advisable–where possible–to avoid assigning particularly difficult tasks during that lesson.

In remote education for students with intellectual disabilities, the Natural Environment Teaching (NET) method can be employed effectively. This approach is also based on structured and goal-oriented activities, but stems from the child's natural motivation. Motivation is the primary stimulus for learning and acquiring skills and experiences (Arends, 1995, p. 136). Unfortunately, in inclusive schools, students with intellectual disabilities are often demotivated by competition in

grading and school contests. Such comparisons can be harmful, leading to conflicts and peer rejection of weaker students. Studies confirm that excessive competition discourages learning and leads to students pursuing knowledge solely for the sake of grades (Covington & Teel, 2004, p. 27). As a result of these practices, students with intellectual disabilities are often labelled as weaker or less capable, making it very difficult to shed this stigma in later educational stages. Swiss research conducted by Haeberlin and colleagues on students with intellectual disabilities in mainstream schools revealed that these students are among the most disliked and rejected in their classes (cited in Speck, 2005, p. 418).

Enabling students with intellectual disabilities to achieve educational success can help reduce the gap between them and their neurotypical peers. Motivation for learning increases when lessons are linked to students' interests and incorporate elements of play-based pedagogy. Visually appealing educational platforms can also serve as an additional incentive. One effective motivation tool is Eduelo.pl, which offers quizzes across all subjects taught at the primary and lower secondary levels. To assess students' knowledge acquisition, platforms such as Kahoot! and Quizlet can be used. Additionally, LearningApps, Wordwall, and Genially allow teachers to create customised exercises and puzzles using templates, making learning more engaging and tailored to individual needs.

Another remote teaching method for students with intellectual disabilities is situational learning. This approach focuses on capturing the moment, requiring teachers to be flexible in adapting to students' needs and abilities while also preparing lessons in advance. The teacher must create a situation that sparks the student's interest and encourages active participation in either acquiring new knowledge or reinforcing previously acquired skills. The primary challenge in using situational learning is the need for an immediate response to the child's fluctuating motivation and spontaneous needs.

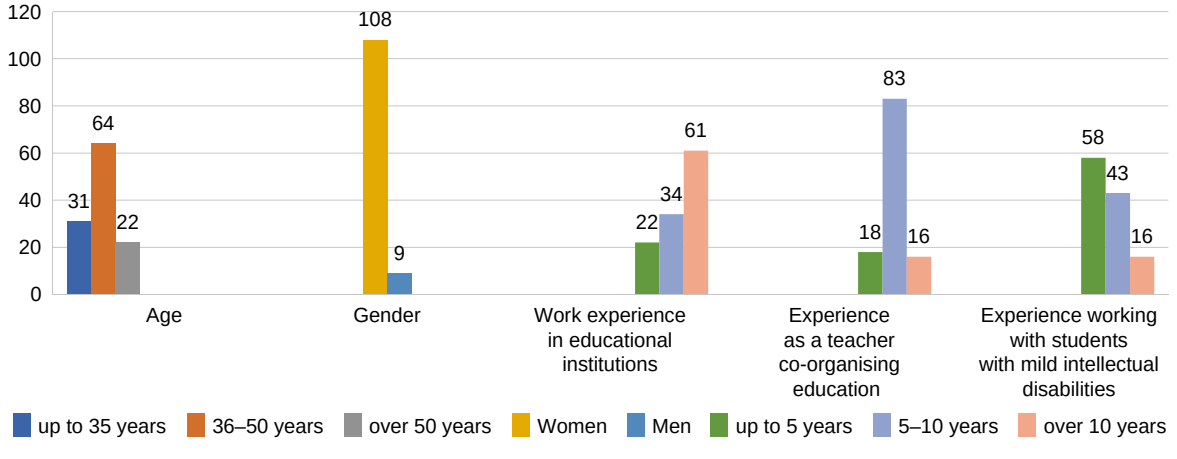
The Potential of ICT in Counteracting Social Exclusion – Findings from the Study

The aim of this study was to highlight the issue of social exclusion among students with mild intellectual disabilities and explore ways to prevent it. The main research question focused on whether, according to teachers co-organising education, the use of information and ICT tools could help counteract the social exclusion of students with mild intellectual disabilities. To address this question, it was necessary to select an appropriate research group consisting of teachers who had previously worked with this student group and to define specific research problems: *What methods and tools have the respondents used so far in remote teaching for students with mild intellectual disabilities and what, in their opinion, are the main difficulties faced by students with mild intellectual disabilities in social functioning?* The opinions expressed in responses collected from the participants could, in the future, be used to promote the broader implementation of ICT in the work of teachers co-organising education and to enhance its role in counteracting the social exclusion of students with mild intellectual disabilities.

A survey conducted in the first half of 2023 using an online questionnaire (Computer-Assisted Web Interviewing – CAWI), provided insight into the perspectives of a diverse group of teachers on the potential of ICT in supporting the social inclusion of students with mild intellectual disabilities. All respondents were employed in public primary schools at the time, teaching grades III–VII. The majority of participants had been working in their current positions for five to ten years.

Respondents who are actively employed teachers co-organising the education of students with SEN (n = 117) were asked about the functioning of students with mild intellectual disabilities in educational institutions, their use of ICT in teaching and educational processes, and the potential for social inclusion of these students. The research was inspired by Marta

Figure 1
Characteristics of the Study Sample

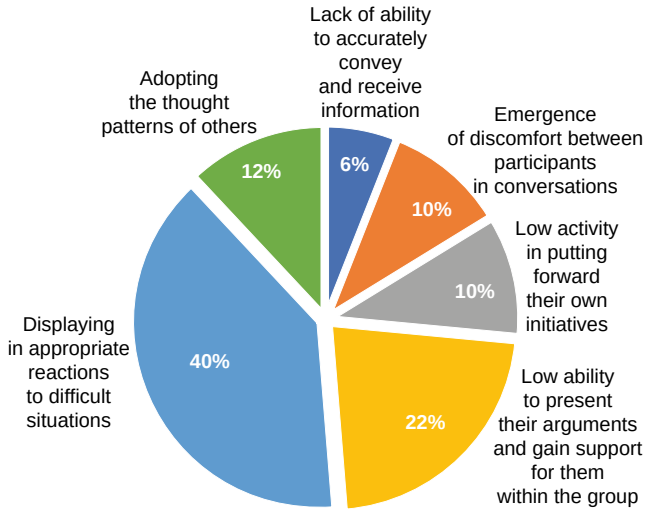


Source: author's own work.

Niemiec's analysis on deficits in selected social competences among students with intellectual and sensory disabilities (Niemiec, 2019, pp. 173–174). Niemiec conducted an exemplary, synthetic overview of the most common deficits in specific social skills in individuals with intellectual and sensory disabilities. The results of her study served as the basis for developing the survey questionnaire, which respondents completed online via CAWI.

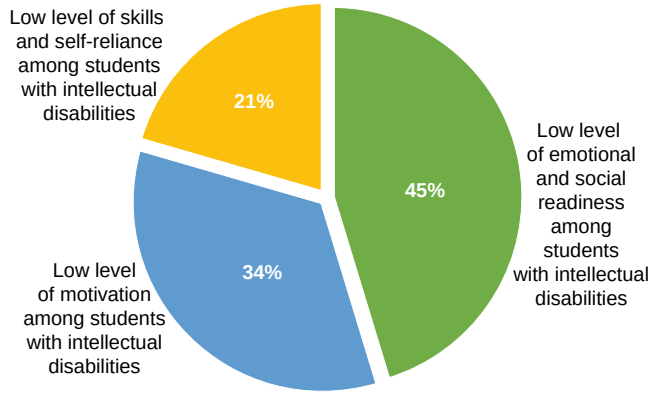
The surveyed teachers identified the most frequently observed difficulties in social interactions among students with intellectual disabilities. These included an inability to effectively convey and receive information, a low level of ability to present arguments and gain group support, and exhibiting inappropriate reactions to challenging situations. The respondents' answers to the question *What difficulties do you observe in the social functioning of students with mild intellectual disabilities?*, are summarised in figure 2.

Figure 2
Difficulties in Social Functioning of Students with Intellectual Disabilities Perceived by Teachers Co-Organising Education



Source: author's own work.

Figure 3
Causes of Peer Exclusion of Students with Mild Intellectual Disabilities



Source: author's own work.

Respondents also pointed out the main reasons for the exclusion of students with mild intellectual disabilities by their peers. The most frequently mentioned causes were a low level of emotional-social readiness (45%), low level of motivation (34%), and a low level of skills and self-reliance (20%) (figure 3).

At the same time, as many as 106 respondents (representing 92% of the surveyed group) declared that in their opinion ICT tools could serve as instruments for counteracting social exclusion among students with mild intellectual disabilities. These tools could be used to achieve this by creating equal educational opportunities, making rehabilitation and therapeutic activities more appealing, motivating and engaging students in the learning process, and fostering integration within the classroom environment.

The respondents were also asked about the greatest benefits of using digital tools in their work with students with mild intellectual disabilities. The respondents observed that dexterity games and graphic editing programs enhance the manual and graphomotor skills of students (59%). Independently searching for images and information on assigned topics allows them to enrich their knowledge about the world and their socio-natural environment (28%) and take responsibility for their own education (13%). According to the respondents, this results in the development of a sense of agency among students with intellectual disabilities.

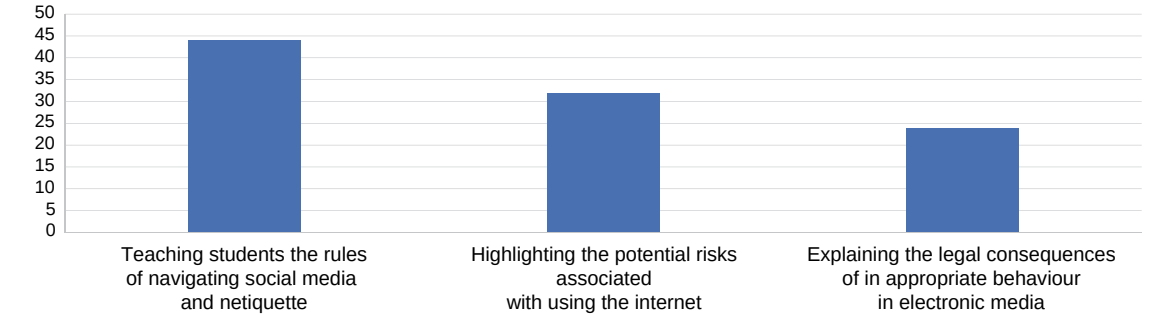
Teachers who agreed that ICT tools could serve as instruments for counteracting social exclusion were additionally asked which skills developed through these tools they considered most important. The responses are presented in figure 4.

According to the respondents, one of the key skills developed through the use of ICT in lessons is teaching students the principles of navigating social media and netiquette (44%), as well as raising awareness of the risks associated with internet use (32%) and the legal consequences of inappropriate behaviour on electronic media (24%). Individuals with intellectual disabilities have a lower capacity than their neurotypical peers for in-depth critical analysis of ambiguous and complex content, making them more likely to copy inappropriate behaviours and susceptible to media manipulation (Chudnicki & Mielczarek, 2018).

The respondents were also asked which ICT tools they had used in their work with students with mild intellectual disabilities. A breakdown of their responses is provided in figure 5.

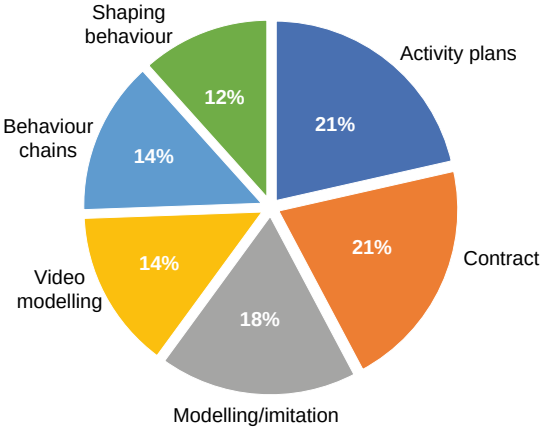
During remote teaching, the primary tool in most schools remains the MS Teams platform, as indicated by 116 respondents (99% of the surveyed group). Through this

Figure 4
Key Skills Taught Through the use of ICT in Working with Students with Mild Intellectual Disabilities



Source: author's own work.

Figure 5
Tools used to Date by Respondents in Working with Students with Mild Intellectual Disabilities



Source: author's own work.

platform, respondents employed various techniques for working remotely with students with mild intellectual disabilities, including:

- Activity plans (21%) – A set of pictures or words that serve as a ready-made guide for performing specific sequences of actions. Activity plans can take various forms. For younger children, visual plans with a schedule of tasks arranged in a specific order work better. The plan shows the student the sequence of tasks, providing a sense of safety and control. It also helps them check how many tasks are left before a break or a favourite activity, thus acting as a motivator. Activity plans can be used for learning, leisure, self-care, or daily routines.
- Contract (21%) – A method for preventing undesirable behaviours. It is a proactive agreement made before undesirable behaviour occurs, rather than a reaction to an existing situation. Depending on the student's age and abilities, the contract should be tailored to their needs. and can be presented in picture form, for example. Contracts contain positive phrasing, e.g., *speak quietly* instead of *don't shout*. The level of detail must be adapted to the child's needs.
- Modelling/imitation (18%) – A crucial skill in teaching games, physical exercises, and speech.
- Video modelling (14%) – Using video materials to teach various skills, such as gross and fine motor skills, art, self-care, or social interactions.
- Behaviour chains (14%) – A procedure where smaller components of a behaviour occur in sequences. The target behaviour is the student's ability to complete all parts of the task without prompts.
- Shaping behaviour (12%) – Based on the principle of small steps, this involves providing a step-by-step instructional guide to achieve a desired outcome. It is an excellent method for introducing students with intellectual disabilities and their parents to working with a computer and using educational platforms and applications.

Summary

The conducted study demonstrated that according to the overwhelming majority of respondents, ICT tools have the potential to counteract the social exclusion of students with mild intellectual disabilities. The surveyed teachers incorporate these tools into therapeutic and remedial sessions, although the study did not indicate the use of the latest platforms or AI-based applications. Notably, respondents did not mention any specialist programs, such as *Niepełnosprawność intelektualna i ASD* by Eduterapeutica, which facilitates memory and concentration training, *Cognitomniac* by Harpo, which uses games to develop operational thinking, abstraction, association, and categorisation skills, and *Wspomaganie rozwoju* by Nowa Era, a series of programs for early therapy of cognitive and perceptual-motor disorders and multi-sensory stimulation support. These and similar programmes could be used not only in therapeutic settings but also in didactic processes. The lack of references to such tools may indicate that the surveyed teachers are unaware of their existence, although this issue requires further investigation in the future.

The methods used by respondents place a strong emphasis on education and cognitive development among students with mild intellectual disabilities.

Since these students follow the same national curriculum as their neurotypical peers, they often struggle to achieve educational success. ICT provides teachers with tools to make learning more engaging and to adapt content to the individual needs of each student. Modern technologies offer opportunities to support the learning process and enable students with intellectual disabilities to acquire new competencies. This, in turn, provides them with the skills and resources necessary for full participation in economic, social, and cultural life, ultimately fostering social inclusion. Developing social skills in students with intellectual disabilities significantly enhances their quality of life–helping them understand societal norms, regulate emotions, and communicate more effectively with peers. Additionally, it nurtures their sensitivity to the needs of others. It is important to remember that a key aspect of integration efforts is ensuring greater participation of individuals at risk of exclusion from decision-making processes that affect their lives (European Commission…, 2002).

The social inclusion of children with intellectual disabilities remains a significant challenge for modern Polish schools. There is a lack of training and up-to-date publications on this issue. However, the knowledge and experience of teachers regarding the daily school life of children with intellectual disabilities enable the development of comprehensive support to ensure their optimal functioning according to their abilities. As Jolanta Rafał-Łuniewska points out "Educational and social inclusion cannot be introduced through a single declaration or regulation. It is a long process, and its course and level will vary in each school" (2010, p. 17).

For many teachers, this surely presents a challenge, as it requires adapting teaching methods and integrating rapidly evolving digital tools. However, Grądzki (2021, p. 139) notes that "during the COVID-19 pandemic, remote learning (e-learning) and blended learning, combining online education via educational platforms, gained particular significance". The experience gained during this period has led to the creation of tools and platforms that are now used in both classroom and individual learning sessions. Given the need to develop future-oriented skills, introducing students with intellectual disabilities to modern technologies in both education and daily life is essential, despite the risks. Equally crucial is the training of current and future teachers in integrating ICT into teaching and collaborating effectively with parents. As Lukasek (2020, p. 404) highlights, "during the pandemic, systematic cooperation with parents became especially important, as it was often difficult to support children in remote learning without their involvement". This remains relevant even today in post-pandemic education, where digital technologies continue to be widely used.

A coherent system of therapeutic and educational interventions equips children with intellectual disabilities with the skills needed to navigate everyday challenges. The use of modern digital tools supports them in achieving greater independence and autonomy in the future.

In today's information society, there is a growing postmodern perspective on developmental, intellectual, and cultural differences–one that promotes tolerance and support for students with intellectual disabilities. This shift makes social inclusion possible, with a strong emphasis on equal opportunities, supporting individuals at risk of exclusion, and actively combating social exclusion.

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