

Streszczenie pracy w języku angielskim

The study aimed to understand the importance of free time functions (rest, play, and developmental activities) in the emotional, social, and educational rehabilitation process of students with mild intellectual disabilities in selected social environments (family, peer group, local neighbourhood, school, social institutions and organisations, cultural institutions, and mass media).

Quantitative results showed that students spend a relatively large amount of time on passive forms of relaxation (napping), using mass media, socialising, and significantly less time on activities related to self-education or participating in cultural activities.

Qualitative analysis demonstrated the importance of the main functions of free time, rest, play, and developmental activities, in the rehabilitation process of students with mild intellectual disabilities in selected social environments (family, peer group, local neighbourhood, school, social institutions and organisations, cultural institutions, and mass media). These functions supported emotional, social, and educational rehabilitation, strengthening a sense of security, belonging, and agency. At the same time, several barriers were identified, including a lack of shared family time, a scarcity of developmental activities offered at schools and cultural institutions, insufficient adult support, and a dearth of media content tailored to children's needs.

The conclusions from the analysis can be applied to rehabilitation practice by designing a community-based rehabilitation model around leisure activities and their functions, engaging various community groups.

Keywords: free time, free time functions, rehabilitation, students with intellectual disabilities, barriers, support