

STRESZCZENIE PRACY W JĘZYKU ANGIELSKIM

The research problem of this study concerned the process of diagnosing and supporting children aged four to six years with atypical sensory processing from clinical, educational, and family perspectives. It also examined how the relationships between these three perspectives influence access to support and shape the dynamics of the trajectory of helplessness within therapeutic and educational practice.

The primary aim of the study was to explore and explain the mechanisms underlying the diagnostic and therapeutic process for preschool children with atypical sensory processing, with particular emphasis on the roles of the therapist, the family, and the legal framework in determining access to support. An additional objective was to formulate evidence-based recommendations aimed at reducing the trajectory of helplessness in educational and therapeutic settings.

The research problems were organized according to a block structure of variables: Block K (clinical), Block N (educational), and Block R (family), as well as a Relational Block. The Relational Block was designed to identify associations between the child's clinical profile of functioning, the ways in which sensory difficulties are identified, teachers' levels of knowledge and competence, and relevant environmental conditions. The study employed a mixed-methods design, incorporating diagnostic surveys, standardized testing, quantitative observation, case study methodology, and an integrated quantitative–qualitative research strategy.

In the qualitative dimension, the study focused on reconstructing the sequence of parents' experiences and therapeutic practices throughout the child's diagnostic and intervention process. Particular attention was given to moments in which the course of this process either reinforced or disrupted the trajectory of helplessness and barriers to seeking professional support. The unit of analysis was the parent's narrative, understood as a sequential and structured account of experiences that enabled the reconstruction of processual patterns and transition points. Narrative analysis made it possible to identify a recurring pattern of the trajectory of helplessness and to capture key transition moments from interpretative destabilization to relational reorganization.

The findings indicate a coherent profile of difficulties primarily involving postural control, muscle tone, and motor coordination. The SCSIT results demonstrated predominant challenges in praxis, kinesthesia, and the vestibular–proprioceptive system, while clinical observations confirmed their functional manifestation, including difficulties in balance, motor

planning, and trunk stabilization. These results suggest that the children's difficulties were foundational and neurodevelopmental in nature rather than merely situational or environmentally determined.

According to teachers' assessments, children attending preschools in rural areas presented greater severity of difficulties across all analyzed domains of sensory functioning compared to their peers in urban settings. Regarding interpretative competence and declarative knowledge, the findings suggest that teachers attempt to adopt a multidimensional understanding of children's behavior; however, the complexity of the relationships between attention regulation, behavior, and sensory processing contributes to variability in interpretation. Overall, the results do not indicate a lack of teacher knowledge, but rather variability in its depth and consistency, highlighting the need for further systematization and expansion of content related to sensory integration and its relevance in preschool education. Analysis of responses concerning collaboration with specialists revealed clear disparities in access to support services.

This study makes a theoretical contribution by proposing a relational child–teacher–parent model. It also contributes methodologically through the triangulation of clinical and narrative data. From a practical perspective, it underscores the importance of developing a shared interpretative framework within the preschool system. The findings point to the need for systematic professional development for teachers in atypical sensory processing, as well as broader aspects of child development. Consideration should be given to improving access to specialist support within preschools for children who exhibit sensory integration difficulties but do not possess formal diagnostic documentation. The introduction of screening procedures may facilitate earlier and more accurate identification of sensory-related challenges. The results further emphasize the importance of strengthening collaboration between teachers and parents to provide coherent and effective support for the child.