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Understanding Ukrainian Refugee Students' Needs and Teachers' Support Strategies in Polish Education: Insights from Teachers

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Abstract

Whilst recent years have seen growing interest in the education of refugee students in Poland, little is known about Polish teachers' professional concerns regarding Ukrainian students' needs and how to support them in the classroom. To help bridge this gap, we aimed to explore Polish teachers' opinions on the educational and psychosocial needs of refugee students from Ukraine and the forms of psychoeducational support offered to them in Polish schools. The sample consisted of 858 Polish teachers from 15 voivodeships. Using qualitative data processing and thematic coding, we analysed their answers to two open-ended questions. Teachers identified several categories of refugee students' needs: difficulties related to insufficient Polish language skills, psychosocial needs and issues, educational needs, and formal barriers. The psychological and pedagogical support provided to refugee students from Ukraine, as indicated by teachers, typically included extra hours of group activities, specialist support, direct support from teachers, and classroom adaptations, including modifications to teaching methods, work formats, and grading criteria. Implications for practice are discussed.

Keywords: Ukraine, refugee, students, needs, teachers, support.

Introduction

Research on foreign students in different countries shows how important it is to distinguish between those from refugee families and those from immigrant families. Although some of these groups' needs are the same, e.g., the need to cope with change, to adapt to a new country, its culture and lifestyle, and a possible identity crisis, other needs are different. Literature reports stress that it is important to fulfil the educational needs of students from immigrant families and the emotional needs of students from refugee families (McBrien, 2005). Refugee students and their needs are differentiated not only by age, sex, and special educational needs, but also by their country of origin, language, culture, circumstances of leaving their country of origin, and earlier experiences (including educational experiences). The needs of students from different regions of the same country can also differ (Sidhu & Taylor, 2009). Refugee students who took part in a focus group study conducted by Ziaian et al. (2018) identified the issues underlying their needs. These include insufficient educational support, pressure from parents to succeed, overwhelming family duties, the need to support parents, discrimination and racism (Ziaian et al., 2018). Moreover, refugee students struggle with communication barriers and

the challenges of having to adapt to a new environment (Watkins et al., 2019). Interestingly, the findings of a study by Mosselson (2006) show that school grades may not be a good measure of assimilation for refugee students, and they sometimes hide their emotional issues (despair, depression, PTSD, etc.).

These needs show that it is necessary to provide educational, social and emotional support to refugee students (Cerna, 2019; OECD, 2019). A key issue is offering them language support that includes not just learning the new language but also developing their skills in their native language, as this will continue to increase their sense of identity and belonging (Siarova & Essomba, 2014; Cerna, 2019; OECD, 2019). It is also important to support them emotionally so they can feel safe and cope with their loss, trauma and separation (Cerna, 2019). Without support from schools, refugee students will experience hopelessness, problems with establishing relations, unwillingness to study, and school absence, which will consequently have an impact on their functioning in society (Beck et al., 2014). Therefore, teachers are put in a difficult situation because they often do not have sufficient knowledge or resources to satisfy the complex needs of refugee students (Cassity & Gow, 2005; Sidhu & Taylor, 2009), even though they are responsible for providing adequate support for them.

Providing education to students from Ukraine in Poland is regulated by several acts of law which were already in place prior to the armed conflict in Ukraine (Minister of Education, 2017). When the war started and the number of students arriving from Ukraine increased, detailed executive regulations were prepared which specified how teaching, education and care should be provided so that refugee students' needs were satisfied to the maximum extent (Minister of Education, 2020). Parents or guardians of children from Ukraine could (and still can) choose the form of education: from home (in the Ukrainian system) or in school. When it comes to learning in the Polish education system, Ukrainian children/students were included in kindergarten groups and classes; preparatory classes were created, extra Polish language lessons were organized (whose number of hours was increased to six a week), and compensatory classes were offered in subjects which students found problematic so that they could benefit from classes in these subjects as fully as possible. It was also important to adapt exams to their needs, including the matura examination and professional qualification examinations (CEC,

2022; CEC, 2023). Students whose stay in Poland is regarded as lawful can take these exams in a form and conditions that are adapted to their needs and capabilities. Possible types of adaptation include preparing instructions and commands that are translated into Ukrainian, providing a separate room and extending the exam duration, enabling students to use a bilingual dictionary, and arranging for an interpreter to be present during the exam. During their education, children and students from Ukraine can still benefit from psychological and pedagogic assistance, which are the main forms of support offered in kindergartens and schools (Journal of Laws, item 1798, 25 July 2023). Public psychological and pedagogic counselling centers and specialist counselling centers can also hire personnel who are not teachers in order to support the staff in identifying special educational needs in children and students from Ukraine and provide them with psychological and pedagogic assistance. The Ministry of Education has extended the applicability of specific regulations that define the rules for educating students from Ukraine in the current school year 2023/2024 (Journal of Laws, 2023, item 136713, July 2023).

Methodology

Aim

The research questions we aimed to address in this study are the following: a) What are the educational and psychosocial needs of refugee students from Ukraine according to Polish teachers? b) Which forms of psychoeducational support are used to support these students in Polish schools?

Method

This material is part of a larger project on teachers' competencies in working with refugee students and provides the results of teachers' answers to two open-ended questions: 1) If you have refugees from Ukraine with special needs among your students, please specify those needs. 2) What forms of psychological and pedagogic assistance were provided to those students?

Qualitative data processing and thematic coding

Qualitative data were coded by two independent coders (AD, JD). The data processing involved two steps: (1) segmenting elaborations into statements; (2) Thematically coding the statements. This process is described in more detail below.

In the first step, the objective was to break down participants' written responses to each question into statements. A statement, as defined by Cousins (1989) and Sevincer and Oettingen (2013), is a phrase consisting of no more than one subject–predicate–object–adverb sequence. For example, the sentence *'Ukrainian children not only need extra help with their Polish-language classes, but they also need to be provided with school supplies, and it is important to introduce them to Polish culture to minimize cultural shock'* would be segmented into three parts: (a) *Ukrainian children need extra help with their Polish-language classes*, (b) *Ukrainian children need to be provided with school supplies*; (c) *it is important to introduce Ukrainian children to Polish culture to minimize cultural shock*. If a participant listed only keywords (e.g., 'language support', 'school supplies'), each keyword was considered as one statement. To ensure consistency between the judges, they used color-coded highlights for each statement in order to check for subsequent agreement between the judges and to prepare the final segments of statements from each participant's responses.

In the second step, each statement from every response was thematically coded. To identify the specific needs and the various forms of psychological-pedagogical support for Ukrainian children that were mentioned by teachers, we developed a thematic coding scheme tailored to our study. Following a bottom-up data-driven approach, akin to previous studies on qualitative data (e.g., Öner et al., 2023), we prepared this scheme separately for each question. The hierarchical structure of the scheme is described in more detail below.

For the first question, which concerns the specific needs of Ukrainian children, statements were coded as either (a) resulting from or (b) not resulting from disability, disorder, disease, or developmental delays. Detailed themes are presented in Table 1 (Appendix).

For the second question, which concerns various forms of psychological-pedagogical support for Ukrainian children, statements were coded as

(a) formalized and (b) non-formalized aid. Detailed themes are presented in Table 2 (Appendix).

All responses to these questions were categorized by two competent judges (AD and JD) using the thematic coding scheme. To ensure a solid understanding and proficiency in coding, the judges underwent detailed training beforehand. Specifically, they were provided with coding booklets containing all codes (see Appendix), which were further discussed, and any doubts were resolved prior to the data collection phase. Importantly, judges were asked to code a small number of responses from 100 participants, followed by a discussion about the categories. This step ensured that any misunderstandings and/or doubts about the coding system were addressed through discussion. The interrater agreement was 83% and 63% for the first (specific needs) and second (forms of psychological-pedagogical support) questions, respectively. Discrepancies were resolved through discussions. Subsequently, the judges were asked to code additional entries from another 142 participants and reached an agreement of 84% and 89% for the first and second questions, respectively. Finally, the judges were asked to code all remaining entries, achieving an agreement of 87% and 88% for the first (specific needs) and second (forms of support) questions, respectively. Hence, the authors are confident that all the data were reliably evaluated and categorized.

Procedure

Approval was given for the study by the Ethics Committee at the University of Warmia and Mazury in Olsztyn (9/2022). The survey was administered in December 2022 and January 2023. The authors sent 2,100 email messages to headteachers of randomly chosen schools in various parts of Poland. Addresses in the Register of Schools and Educational Facilities (<https://rspo.gov.pl>) were used. The messages contained information on the aim and subject of the study and that the study had been approved by an ethics committee. The headteachers were asked to pass on written information about the study to the teachers and request them to fill in the questionnaires, which were available under the link in the messages (accessible on the Google platform). Among the 2,100 head teachers contacted, 418 replied and declared that they would pass on the request to the teachers in their schools. Thirty-four headteachers

replied that their teachers would not complete the questionnaires because there were no or very few refugee students from Ukraine in their schools, so only a small fraction of teachers had contact with them. In consequence, in the headteachers' opinion, they did not have sufficient knowledge and experience to formulate statements on the education of refugee students. The teachers were informed that participation in the study was voluntary and that their replies would be fully anonymous.

Participants

There were 858 Polish teachers, mainly female (87.4%), participating in the survey. They represented 15 voivodships (of the 16 into which Poland is divided), although the extent of participation varied. Polish nationality was declared by 98% of the teachers. The participants' ages ranged from 23 to 70 years ($M = 47.19$, $SD = 8.53$). They had worked as teachers for between several months and 44 years ($M = 20.60$, $SD = 10.54$). The largest portion of them (67%) had achieved the highest level of professional advancement (certified teacher) and worked in general education schools (87.4%). The majority of the teachers worked in primary schools, with nearly half in classes IV–VI (48.2%), while nearly a quarter worked in classes I–III (24%). The schools they worked in were situated in large and medium-sized towns (55.7%) and in villages and small towns (44.2%). Refugee students from Ukraine attended all of the schools participating in the study, and nearly 80% of the teachers worked with them.

Results

In total, we collected 1,074 responses from participants regarding students' needs (on average per participant: 2.08, $SD = 1.29$, range: 1–10) and 1,521 responses regarding psychological-pedagogical forms of support (on average per participant: 2.43, $SD = 1.49$, range: 1–10).

The specific needs of refugee students most frequently indicated by teachers were difficulties related to insufficient Polish language skills ($n = 400$, 37.3%). The respondents indicated that these difficulties concerned a lack

of knowledge/poor knowledge of the Polish language ($n = 185$, 17.2%), the need to attend extra classes in Polish ($n = 165$, 15.3%), problems with reading and writing in Polish ($n = 35$, 3.2%), and using specialist Polish language ($n = 8$, 0.7%).

Another category highlighted by teachers focused on the **psychosocial needs of refugee students** ($n = 255$, 23.7%). The respondents indicated students' need to be provided with specialist assistance ($n = 67$, 6.2%), acceptance and understanding ($n = 43$, 4%), safety ($n = 36$, 3.3%), and empathy and affirmation ($n = 24$, 2.2%) in the school environment, as well as peer integration ($n = 36$, 3.3%) and support from other students ($n = 16$, 1.4%).

Apart from the psychosocial needs of students from Ukraine, the respondents pointed to their **educational needs** ($n = 126$, 11.7%), albeit less frequently. When discussing these, the teachers regarded the following as significant: adapting work methods ($n = 21$, 1.9%), helping refugee students perform their tasks ($n = 20$, 1.8%), ensuring accessibility of materials from the linguistic perspective ($n = 14$, 1.3%), adapting educational requirements ($n = 12$, 1.1%), extracurricular compensatory classes ($n = 12$, 1.1%), hiring extra assistants ($n = 11$, 1%), as well as ensuring extended work time and extra materials ($n = 7$, 0.6%).

The teachers indicated various **psychosocial issues** ($n = 141$, 13.1%) experienced by refugee students. These included problems with adaptation ($n = 25$, 2.3%), low motivation ($n = 22$, 2%), trauma ($n = 5$, 1.4%), withdrawal ($n = 11$, 1%) and negative emotions ($n = 7$, 0.6%), as well as a lack of integration ($n = 6$, 0.5%) and uncertainty with their situation ($n = 6$, 0.5%).

Problems and needs mentioned by the teachers less frequently included **formal barriers** present in schools ($n = 65$, 6%). Frequent problems included insufficient financial support ($n = 14$, 1.3%), a shortage of specialists who speak Ukrainian/Russian ($n = 14$, 1.3%), providing material resources for education ($n = 9$, 0.8%) and the need to fulfill students' basic needs (including food) ($n = 8$, 0.7%).

A relatively small number of the respondents noted refugee students' needs and problems such as **cultural differences** ($n = 28$, 2.6%), **difficulties resulting from switching to a different system** ($n = 27$, 2.5%), as well as **needs related to disabilities/disorders/diseases** ($n = 32$, 2.9%).

Referring to forms of psychological-pedagogical support offered to refugee students from Ukraine, teachers usually indicated **extra hours of group activities** ($n = 640, 42\%$). These usually included foreign language lessons for foreigners ($n = 397, 26.1\%$). The other responses in this area referred mainly to various types of specialist classes ($n = 86, 5.6\%$).

Another area was **specialist support** ($n = 485, 31.8\%$), including that provided by school psychologists ($n = 218, 14.3\%$) and pedagogues ($n = 194, 12.7\%$), but also Ukrainian-speaking teachers ($n = 17, 1.1\%$), inter-cultural assistants ($n = 13, 0.8\%$) and co-organizing teachers ($n = 6, 0.3\%$).

Responses mentioning **support provided to refugee students by teachers** were relatively frequent ($n = 161, 10.5\%$). These included individual talks between teacher/class tutor and students ($n = 56, 3.6\%$), group integrating activities ($n = 45, 2.9\%$), showing empathy ($n = 17, 1.1\%$) and informal help in learning Polish ($n = 11, 0.7\%$).

The last relatively frequent form of support mentioned by the teachers was **adaptations** made during classes ($n = 127, 8.3\%$) regarding teaching methods, work and grading forms.

Less frequently mentioned forms of support included **psychological, instrumental or material help provided to refugee students' families** ($n = 40, 2.6\%$) and **material aid provided to students** ($n = 39, 2.5\%$).

Discussion

An analysis of the tendencies revealed in this paper shows that teachers do not focus much on the emotional experiences of students from Ukraine and the process of their social adaptation, and their evaluation of the students' functioning identifies problems which are particularly visible in the context of educational requirements. These problems arise mainly from not being able to speak Polish. It should be pointed out that only a few of the respondents noted needs that are of key importance regarding students' psychosocial adaptation, such as the need for security, acceptance or affirmation. Similarly, traumatic experiences, withdrawal, low motivation and uncertainty were hardly ever mentioned. Meanwhile, Tędziągolska's second report on Ukrainian refugee students in Poland shows that the problems in this sphere are still important and have not been worked through. These children and adoles-

cents have had many difficult and traumatic experiences (Tędziogolska et al., 2023). A tendency to underestimate the emotional needs of refugee students has also been observed in foreign studies (Gudovitch et al., 2021).

A few teachers mentioned issues related to refugee students' peer group regarding both its positive role and integration-related problems. Polish students might also experience uncertainty and anxiety caused by environmental, social, and educational situations, such as different educational requirements or communities' tendency to not integrate with Ukrainian refugees (Tędziogolska et al., 2023).

Issues related to cultural adaptation are only slightly visible in the opinions of the teachers who participated in the study. A similar tendency was seen during Tędziogolska's first report on refugee students from Ukraine (Tędziogolska et al., 2022). This may result from recognizing the cultural similarities of both nations (Długosz et al., 2022). The second edition of Tędziogolska's report mentions that "an ability to communicate in the native language, to share one's culture, to maintain one's cultural identity" is important in the context of teaching and learning (Tędziogolska et al., 2023). The social needs mentioned by the model of educational integration (CCE, 2022) include issues related to cultural adaptation, but also "maintaining one's cultural identity".

Students' needs are linked to their families' ('usually mothers') needs, which can be a consequence of the language barrier (Kubin, 2011; Długosz et al., 2022). Similarly, actions aimed at fulfilling these needs include cooperation with families only to a small extent. This aspect of refugee students' functioning also appeared in the second report, in which their difficult family and material conditions were mentioned (Tędziogolska et al., 2023).

Possibly, the teachers found their personal experience of working with students from Ukraine important. This included the opportunities to get to know the children and adolescents well (Młynarczuk-Sokołowska, 2021). There is no doubt that limited communication is a great barrier in this regard. The high percentage of responses concerning specialist assistance suggest that the refugee students' psychosocial needs and adaptation problems might have been specifically addressed by psychologists and pedagogues. The second edition of Tędziogolska's report revealed trends that were to a certain extent similar to those found by our survey: teachers do not see important

problems concerning the emotions and adaptation of students from Ukraine, but they also do not see the need to improve their competence in diagnosing such problems as a priority as they think that such issues should be addressed by specialists (Tędziągolska et al., 2023). Tędziągolska's first report, which describes the situation after the outbreak of war, states that the school personnel were aware of the children's and adolescents' difficult experiences, but they do not have adequate diagnostic and therapeutic tools at their disposal (Tędziągolska et al., 2022). The second report, which covered the same period as this study, shows that students were increasingly expected to adapt, which manifests itself in the absence of difficult experiences and getting accustomed to the new educational requirements (Tędziągolska et al., 2023). It is noteworthy that – as the authors of the second report point out – refugee students from Ukraine include not only those who migrated as a result of the current war but also those who migrated earlier (Gmaj, 2021; Tędziągolska et al., 2023). This group had more time for assimilation and psychosocial and linguistic development.

The importance of language problems, which were frequently pointed out by the respondents, was seen in both of Tędziągolska's reports (Tędziągolska et al., 2022; 2023), but also in other papers concerning students from Ukraine (Zapolska et al., 2019). This is, without doubt, an important issue, given the fact that this is a diverse group (with some students knowing Western languages, and some knowing Russian), but it may be a cover for other problems, such as a lack of professional competence in working with a culturally diverse group (Tędziągolska et al., 2023).

Attending Polish language classes is high on the list of responses concerning aid provided to students. Similarly to counselling and educational/psychosocial support, Polish language classes are a special form of support which determines integration in a new social space (Popov & Erik, 2015) and is important for adaptation and educational achievement (Popov & Erik, 2015; de Wal Pastoor, 2017). It is the role of a teacher in such cases both to take actions based on their own competence and to help obtain specialist support (McDiarmid et al., 2022). Teachers were active in providing help to students within their competencies by supporting them and making suitable adaptations. The forms indicated here were highly diverse, but there were a low number of responses in some categories. This may indicate that the actions were not

sufficiently comprehensive, which is the responsibility of the school and its staff, but also of cooperating institutions, such as counselling centers. This issue was also mentioned in the second study report (Tędziągolska et al., 2023).

Refugee students benefitted from peer potential and cooperation with students' parents only to a small extent. Only a few teachers conducted group integrating activities, and actions aimed at aiding families of students from Ukraine were marginal. These are important elements of social and family resources. Families of refugee students are a source of cultural knowledge passed on to future generations. Parents create specific conditions for their children's development and well-being. They can provide emotional support and help to solve conflicts between students and teaching staff, therefore they should be included in the educational process and be important partners in it (McBrien, 2005; Gudovitch et al., 2021), as is pointed out in the model of educational integration (*Model integracji edukacyjnej w szkołach przyjmujących uczniów-migrantów*, 2022).

The respondents very rarely mentioned needs associated with disabilities, disorders or diseases of children and adolescents from Ukraine. As with other students, the hierarchy of needs is identical, with emotional needs having the highest priority (*Model integracji edukacyjnej w szkołach przyjmujących uczniów-migrantów*, 2022). The functional specificity of such students leads to the need to make many adaptations in various areas of educational activities, as well as continuous and intensive cooperation between teachers, parents and specialists, including healthcare personnel. The findings of Tędziągolska's in 2022 report show that support provided to refugee students with special educational needs arising from autism spectrum disorder in educational facilities is mainly of an educational nature; specialist support is less frequently given, including that associated with trauma. Like with other students from Ukraine, linguistic problems constituted an important barrier (Pisula et al., 2023).

Although hierarchization of needs and problems, based on teachers' opinions, differs from the model approach to these needs (*Model integracji edukacyjnej w szkołach przyjmujących uczniów-migrantów*, 2022), when making comparisons one should consider the different attributions of specific categories – indices of the main problems and needs – in both the empirical and model-based lists. The most notable trend is the prioritization of linguistic

needs and problems, along with a shift in the hierarchy of emotional needs and issues, while relatively little attention is given to the need for security. This imbalance could negatively impact efforts to support students from Ukraine. As the results of other nationwide studies show, this imbalance may lead to a transfer of exclusive responsibility for the well-being of children and adolescents to specialists and to a wrong diagnosis of the actual situation. The relatively low priority given to needs and problems associated with relations in peer groups, the low awareness of cultural differences, or the scope of activities associated with them raise the risk of multiple consequences that are indicated in the model of educational integration: the disintegration of class teams and school communities, discrimination and conflicts, disruption of the Ukrainian students' socialization process, and social difficulties (*Model integracji edukacyjnej w szkołach przyjmujących uczniów-migrantów*, 2022).

It is believed that cooperation between various entities and the possibility of teachers themselves obtaining specialist support is very important in terms of the optimum fulfilment of students' needs and limiting the problems experienced by their families or teachers (communication problems).

This description of a certain fragment of reality in which refugee students from Ukraine function is based on teachers' opinions. It contains what lies within the sphere of actions taken by teachers (direct experience) or what arises from teachers' possibly limited knowledge of actions taken by others. One must also note that the dynamic of the situation is of a cross-sectional nature but is not included in this study. Our results relate to a specific time perspective, with specific circumstances concerning the situation in Ukraine and the dynamic of migration. However, the results of these analyses can be useful in building an optimum model of support that could be used in the face of growing multiculturalism in Poland.

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- wie kształcenia osób niebędących obywatelami polskimi oraz osób będących obywatelami polskimi, które pobierały naukę w szkołach funkcjonujących w systemach oświaty innych państw (Dziennik Ustaw 2020, poz. 1283, 23 lipca 2020) [Announcement of the Minister of National Education of July 1, 2020, on the Publication of the Consolidated Text of the Regulation of the Minister of National Education on the Education of Persons Who Are Not Polish Citizens and Persons Who Are Polish Citizens Who Attended Schools Operating in the Education Systems of Other Countries (Journal of Laws 2020, item 1283, 23 July 2020)].
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Appendix

Table 1. Needs and problems of refugee students from Ukraine

Needs/problems – general categories	Percentage of responses (N, %)	Needs/problems – specific categories	Percentage of responses (N, %)
Resulting from insufficient linguistic competencies	400 (37.34)	Lack of/poor knowledge of Polish language	185 (17.23)
		Need to use extra Polish classes	165 (15.36)
		Problems with reading and writing in Polish	35 (3.26)
		Using specialist Polish language	8 (0.74)
Psychosocial needs	255 (23.74)	Specialist assistance	67 (6.24)
		Acceptance and understanding	43 (4)
		Security	36 (3.35)
		Peer integration	36 (3.35)
		Empathy	24 (2.23)
		Affirmation	17 (1.58)
		Support from a peer group	16 (1.49)
Psychosocial issues	141 (13.13)	Adaptation problems	25 (2.33)
		Low motivation	22 (2.05)
		Trauma	15 (1.40)
		Problems with adapting to social norms and rules	15 (1.40)
		Withdrawal	11 (1.02)
		Negative emotions	7 (0.65)
		Lack of integration with peers	6 (0.56)
		Uncertainty of situation	6 (0.56)

Table 1 (continued)

Needs/problems – general categories	Percentage of responses (<i>N</i> , %)	Needs/problems – specific categories	Percentage of responses (<i>N</i> , %)
Educational needs	126 (11.73)	Adaptation of work methods	21 (1.96)
		Help in completing tasks	20 (1.86)
		Linguistic accessibility of materials, programs, websites	14 (1.30)
		Adaptation of educational requirements	12 (1.12)
		Extracurricular compensatory classes	12 (1.12)
		Extra assistants	11 (1.02)
		Extended work time	9 (0.84)
		Extra materials	7 (0.65)
Formal barriers and needs arising as their consequence	65 (6.05)	Insufficient fulfilment of material needs	14 (1.30)
		Shortage of Ukrainian/Russian-speaking specialists	14 (1.30)
		Securing material resources for education	9 (0.84)
		Need to fulfil students' basic needs (including food)	8 (0.74)
Cultural differences	28 (2.61)	Learning about Polish cultural specificity	7 (0.65)
Difficulties related to having to switch to a different system	27 (2.51)	Syllabus-related differences	26 (2.42)
Needs arising from disabilities/ disorders/diseases	32 (2.98%)	Non-specific learning difficulties (<i>N</i> = 9) ADHD (<i>N</i> = 5) ASD (<i>N</i> = 5) Specific learning difficulties (<i>N</i> = 4) Chronic diseases (<i>N</i> = 2) Sensory disability (<i>N</i> = 2) Specific linguistic disorders (<i>N</i> = 2) Certificate of the need for special teaching (<i>N</i> = 2) Retardation of speech development (<i>N</i> = 1)	

The table takes into account the responses for which $N > 5$. However, all responses are taken into account only when categories of special needs arising from a disability or disorders/diseases are made more precise.

Table 2. Forms of support offered to refugee students from Ukraine

Forms of help provided – main categories	Percentage of responses (N, %)	Forms of help provided – specific categories	Percentage of responses (N, %)
Extra hours of group activities	640 (42.08)	Polish language for foreigners	397 (26.10)
		Teaching-compensatory/compensatory classes, compensating for educational/syllabus-related differences	86 (5.65)
		Activities aimed at developing emotional and social competencies	18 (1.18)
		Specialist activities	13 (0.85)
		Teaching and compensatory classes in the Polish language	13 (0.85)
		Teaching and compensatory classes in mathematics	13 (0.85)
		Corrective and compensatory classes	13 (0.85)
		Talent-developing activities	12 (0.79)
		Revalidation activities	11 (0.72)
		Speech therapy	10 (0.66)
		Pedagogic therapy	8 (0.53)
		Psychological therapy	7 (0.46)
Specialist support	485 (31.89)	Psychologist support (psychologist consultations)	218 (14.33)
		School pedagogue support (pedagogue consultations)	194 (12.75)
		General – psychological and pedagogic assistance	20 (1.31)
		Support from a Ukrainian-speaking teacher	17 (1.12)
		Support from an intercultural assistant	13 (0.85)
		Support from a co-organizing/supporting teacher	6 (0.39)

Table 2 (continued)

Forms of help provided – main categories	Percentage of responses (N, %)	Forms of help provided – specific categories	Percentage of responses (N, %)
Support organized/ provided to refugee students by teachers	161 (10.59)	Individual talks of a teacher/class tutor with a student	56 (3.68)
		Conducting group-integrating activities	45 (2.96)
		Showing empathy	17 (1.12)
		Informal help in learning Polish	11 (0.72)
Adaptations during classes	127 (8.35)	Adaptations of requirements to students' needs	20 (1.31)
		Work individualization	20 (1.31)
		Adaptation of work forms to students' needs (e.g. group work)	11 (0.72)
		Adaptation of work forms and conditions	11 (0.72)
		Adaptations of content to students' needs	9 (0.59)
		Possibility of using a Polish-Ukrainian dictionary/translator	9 (0.59)
		Support from a Ukrainian language interpreter	7 (0.46)
		Adaptation of grading	7 (0.46)
		Translations from Polish to Ukrainian	7 (0.46)
Support provided to refugee students' families	40 (2.63)	Adaptation of teaching aids/materials	6 (0.39)
		Consultations for parents	13 (0.85)
		Making appointments in a psychological and pedagogic consultancy center	8 (0.53)
Material/financial aid	39 (2.56)	Material aid (organized by teachers/schools)	7 (0.46)
		Providing all textbooks and school materials	7 (0.46)