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**CENTRE FOR  
BEHAVIOUR  
ANALYSIS**

Professor Karola Dillenburger  
Clin Psych (HCPC); BCBA-D  
Queen's University of Belfast  
Centre for Behaviour Analysis  
69/71 University Street, Belfast BT7 1HL  
Northern Ireland (UK)  
K.dillenburger@qub.ac.uk

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Dear Barbara Bulczak,

I was delighted to be able to visit the Specjalny Osrodek Szkolno-Wychowawczy (SOSW) in Zukovo on 7<sup>th</sup> February 2025. SOSW provides science-based teaching and learning for pupils with profound autism. I was very interested to observe and learn in person about the work that you do.

As Professor for Behaviour Analysis and Education and Founding Director of the Centre for Behaviour Analysis (CBA) at Queen's University Belfast (QUB), Northern Ireland (UK), I am involved in international research and frequently visit Universities, schools, and Research Centres all over the world. I am also the President of the European Association for Behaviour Analysis (EABA). We provide an international forum within Europe for behaviour analysis and to encourage high quality education and professional certification throughout Europe.

During my visit to the SOSW, I was extremely impressed by the professionalism and commitment of the highly specialized teachers. It was clear from my observations that the staff was very experienced in working with autistic school children.

I was able to speak with yourself and some of the teachers at the school and I met with some of the profoundly autistic pupils that attend the SOSW. I was delighted to see that the main pedagogy used in your school is based on evidence-based practice and the scientific application of behaviour analysis.

Behaviour analysis is the discovery of natural laws of behaviour; that is, the study of how behaviour is shaped by environmental contingencies (distal and proximal) and how changes of contingencies affect behaviour. Behaviour is defined holistically, as anything a person does, including acting (motoric), thinking (cognitive), feeling (emotional), neurological and so on.

I was able to observe these theoretical issues brought to life at the SOSW within the individually-tailored teaching you provide to profoundly autistic pupils at the school. I could see how the teaching allowed even the most profoundly affected autistic pupils to achieve significant goals in relation to cognitive, social, and emotional functioning.

The SOSW clearly creates a suitable and nurturing environment for learning and better functioning. Systematic and comprehensive support is provided by the teachers and I could see that collegiality and cooperation is a cornerstone of the work of the SOSW.

I was very impressed by the comprehensive and high-quality work conducted in the SOSW. In fact, having visited a number of national and international centres and schools across the world, I would rate the SOSW amongst the best schools for autistic students in the world.

Again, I thank you for inviting me and hosting such an enriching and educational experience. I recommend a visit to my national and international colleagues as well as to our students.

Very best wishes



Karola Dillenburger

Professor and Director of Centre for Behaviour Analysis at Queen's University Belfast  
President of the European Association for Behaviour Analysis

