

## Biographical notes on the authors (in alphabetical order)

**Małgorzata Elżbieta Babiuch-Hall** – a PhD in humanities, assistant professor at the Faculty of Psychology, University of Warsaw. She specialises in educational, developmental, and social psychology with a focus on the development and upbringing of children and adolescents. She is the author of publications concerning the mechanism of self-fulfilling prophecy, the influence of social and gender stereotypes on school achievements and the intellectual helplessness of pupils and university students. Moreover, she has written about cooperation between the school and the family. Małgorzata Elżbieta Babiuch-Hall is also an experienced school psychologist who specialises in preparing psychology students to work with pupils and teachers in the school.

**Magdalena Budziszewska** – a psychologist working at the Faculty of Psychology, University of Warsaw. Her scientific interests include analysis of narration, qualitative methods in psychology, emotions, identity and development in the course of life. She has worked, among others, as a primary school psychologist. Currently, she is conducting research on the psychology of action for climate and environment protection. She loves mountains and wildlife.

**Anna Cierpka** – a holder of a post-doctoral degree, assistant professor at the Faculty of Psychology, University of Warsaw, and the head of the Department of Developmental Psychology. Her scientific interests focus on family and narrative psychology. She is the author of many publications concerning these areas, including the book *Tożsamość i narracje w relacjach rodzinnych* [Identity and narrations in family relations]. As a practitioner, she conducts family, marital and individual therapy based on a systemic approach. She works in the community centre with families, in accordance with the model described in the book. Anna Cierpka worked as a school psychologist for three years. Within her specialisation, she prepares psychology students to work with families in the school.

**Elżbieta Czwartosz** – a PhD in humanities, an educational psychologist, and a former long-time member of the Department of Developmental Psychology at the Faculty of Psychology, University of Warsaw. She deals with school conflicts, educational conflict resolution programmes, as well as mediation in family and educational conflicts. In 1990–1993, commissioned by American NGOs, she coordinated the introduction of conflict resolution programmes into schools in Central and Eastern Europe. As a member of an international team of experts, she participated in the development of training standards for mediators in European Union countries. From 2016 to 2017, she was an expert in the Team for the Development of School and Peer Mediation Standards, working with the Polish Ombudsman for the Rights of the Child. A lecturer in negotiation and mediation at the post-graduate studies at the SWPS University of Social Sciences and Humanities.

**Elżbieta Dryll** – a psychologist, professor at the Faculty of Psychology, University of Warsaw. She specialises in educational, developmental, family and narrative psychology. She carries out research on the relations between adults and children, trying to explain phenomena that have a positive or negative impact on the development of children. Prof. Dryll conducts didactic classes for students preparing for work in schools and counselling centres. She has practical experience in working both with groups and individuals, focused on children, young people, families and teachers, as well as in community work with families that are educationally inefficient.

**Grażyna Kutra** – a holder of a post-doctoral degree in humanities, an educational and developmental psychologist, a research and teaching staff member of the Department of Developmental Psychology at the Faculty of Psychology, University of Warsaw. She deals with the problems of adolescents, growing up and shaping their future prospects with regard to planning their lives. In recent years, she has been involved in negative and positive risky behaviours of young people and young adults – their determinants and the role of prospective activity as a protective factor. Her scope of interest also includes the psychology of sexual development and functioning of families started by LGBT people. Currently, she is the head of Educational Psychology specialisation.

**Karolina Małek** – a PhD in social sciences, lecturer at the Faculty of Psychology, University of Warsaw. She conducts classes on the work of the psychologist with teachers as well as courses preparing future teachers for working in the school. She has worked as a school psychologist in a lower secondary school, a sociotherapeutic community centre and the Day Support Centre for Children, where she provided psychological assistance to children and their families. Karolina Małek works clinically as a therapist for couples and families. Her scientific interests focus on applying the narrative paradigm in various research areas.

**Ewa Sokółowska** – a PhD in humanities, since 2020 she has been an assistant professor at the Institute of Psychology of the John Paul II Catholic University of Lublin. Also, for 15 years (from 1993 to 2008), she worked as an assistant at the Faculty of Psychology, University of Warsaw, and for 9 years (from 2008 to 2017) as an assistant professor at the Institute of Psychology, the Academy of Special Education. She has experience in working with children and young people who have failed at school, as well as in working with parents. Her main focus is on educational problems, including those related to

behavioural disorders. She has described some of her practical experience and theoretical reflection as an author/co-author in books, among others, *Jak być skutecznym i zadowolonym nauczycielem* [How to be an effective and satisfied teacher] (2017/2007); *Jak postępować z agresywnym uczniem. Zmiana sposobu myślenia i działania* [How to deal with an aggressive pupil. Changing the way we think and act] (2014/2007); *Psychologia wspierania rozwoju i kształcenia* [Psychology of supporting development and education] (2013); *Zdrowie psychiczne młodych dorosłych. Wybrane zagadnienia* [Mental health of young adults. Selected issues] (2015); and *Po ciszy. Rozważania o komunikacji opartej na kontekście* [After silence. Reflections on context-based communication] (2019).