

Attitudes of Parents on the Inclusion of Children with Intellectual disabled in Education

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Abstract

Education, respect, opportunity, participation, equality, and Parenthood are probably the most debatable issue in normalization for Persons with Intellectual disabled. The quality of education for the child with Intellectual disabled should be provided with broad frame work. The philosophy of inclusive education which was result of continued appraisal of inclusion means educating children with Intellectual disabled in a regular educational setting along with 'non-disabled' peers. This study is aims to study attitudes of parents on the inclusion of children with Intellectual disabled in education in Nagpur, Maharashtra. To find out the attitude of parents of children without Intellectual disabled on the inclusion of children with Intellectual disabled in inclusive education. Second is to find out the attitude of parents of children with disability on the inclusive of children with Intellectual disabled in inclusive education. To compare the attitude of parents with disability and parents without disability on the inclusive of children with Intellectual disabled on inclusive education .In this study researcher find out that most of the parents without disabilities responded that inclusive education will not be beneficial for student with disabilities in regular class. Secondly researcher find out that most of the parents with disabilities responded that inclusive education will beneficial for student without disabilities in regular class .Thirdly researcher find out that some of the parents of children without disabilities responded that inclusive education beneficial for students with disabilities and most of the parents of children with Intellectual disabled responded that inclusive education will beneficial for student without disabilities in regular class.

Keywords: Attitude, Inclusion, Intellectual disabled and Education

1. Introduction

Parents are the first persons in the family who care the children with disabilities or children with Intellectual disabled. Parents face difficulty while discussing occurred matters with their children. There may be some another reason. Many parents are worried about the isolation with their children with Intellectual disabled will face as adults in terms of education, participation, responsibilities life experiences etc. Mentally Handicapped children and adults have a right to education in the field of their interest and requirement and it can be possible with the concept of inclusive education with keeping the view in sense that every individual have right of to live their life as others. In education of the mentally retarded individual levels must be gain importance for training. The explanation must be adapted to their ability. Simple and user friendly material is needed for instruction and information. Much can be explained through role playing using everyday situations and language.

The quality of education for the child with Intellectual disabled should be provided with broad frame work. The philosophy of inclusive education which was result of continued appraisal of inclusion means educating children with Intellectual disabled in a regular educational setting along with 'non-disabled' peers. Education, respect, opportunity, participation, equality, and Parenthood are probably the most debatable issue in normalization for Persons with Intellectual disabled. The Education and equality of Persons with Intellectual disabled is determined by the myths, concerns and ignorance of parents, professionals, and the general public.

All parents show of three basic responses towards their retarded child. First, the child is accepted for what he is, and the parents recognizing the child limitations try to the best of their abilities to provide the most wholes one environment possible in which the child can achieve his highest possible level. Second there parents either accept or reject the child, which possible shading of acceptance and rejection reaction but decided to institutionalize him, third they reject the child either part or in whole (Ehlers Krishef & Prothern 1977).

Reponal (1955) viewed that when deficiency is obvious at birth at when the deficiency is obvious at birth at when the realization slowly downs, the most serious problems are aroused by parental guilt, at having produced such a child. It was found out that well assorted couples who love each other and are bound together by strong mutual sympathy will tend to become even filmier united to form a dose, defensive triangles as mothers, father and defective child. On the other hand if the bands between the couples are not strong has a disastrously disuniting effect. Each tense to blame the other, increasingly to find fault are criticizes dispersions increases and may lead to separation or family breakup. In the vast majority of cases there are difficult problems often largely unrealized. The reaction of most parents is a mixture of the submissive rejecting and over compensatory reaction

Submissive reaction: although submission may be achieved only with very great difficulty by some parents. It may be durable and stable reaction that accepts the fact of their child's backwardness out of deep religious conviction that enables then to adjust to their optimum level looking without their

self-respect. The less healthy form of submissiveness to be found among those parents who react depressively feel deep down that they have a defective child because of something bad in themselves that has come into the light. They cannot show their guilt, and shame in its true guise, however, they love the child and each other with a fierce over compensation love, and it is those people who form the bulk of those who trail from doctor to doctor hoping for a kind word unable finally to accept the truth.

Rejection - At the moment of birth, the mother will be so shocked and disappointed that she will never ask to see the child again. The rejecting reaction leads either to denial of the defective, unreal and neurotic love and care.

Rationalization: Most of the parents are desperate to find some explanation to find some explanation for the child's condition, and if a medical explanation is not sufficient parents may develop misguided reasoning of their own.

Avoidance: Many parents are extremely sensitive about their child's disability. As a result to this, the parent's social anxiety is never given the opportunity to habituate and it becomes increasingly difficult for them to accept their children.

Denial: While denial may be a normal part of parental adjustment, it can also form a lifelong attitude characterized by a belief that the child will "catch up" The ambivalent over protective and rejecting attitude of the family may further arrest the growth of the retarded child and accentuate the existing condition.

The attitudes of Asian parents towards handicapped children are different for the two sexes. Whatever the handicapped the male child is pampered, cleaned, dressed and sent to school and it is believed that the handicapped son may marry the daughter of less well to do family who will look after the man and perhaps bear him wealthy children. There female handicapped individual is definitely considered as a greater burden it is expected that whatever the problem the mother of mentally retarded child should stoically and bravely face the situation. Since it is her duty and more often not she should face the situation single handedly, unaided by the rest of her family.

Proposed that negative view of oneself of the world, and of feature form a tried that leads to depression and self-blame not only people feel inadequate but they blame themselves for their inadequacies and failures. Cognitive distortions lead to needless self-blame, guilt, personalization is the greatest source of self-blame and guilt. Personalization is the tendency to relate events to oneself even when there no connection; that is to blame oneself for negative outcome over which has no control. Self-blame and guilt has lead to dysfunctional attitude and depression.

Several studies have been conducted on dysfunctional attitude and depression. A considerable number of studies have found a significant relationship between dysfunctional attitude and depressive symptoms. Dysfunctional attitude are negatively biased assumptions and beliefs regarding oneself, the world and future. The present study is undertaken with a view to understand the nature of parent's dysfunctional attitudes having children with Intellectual disabled and without Intellectual disabled. The study aims is to compare the

dysfunctional attitude among parent having children with Intellectual disabled and without Intellectual disabled. Those parent having children with Intellectual disabled of a particular group of parent who require special attention in planning intervention , which would be highlighted during the process of parental counseling and in the training of the parents in the future management of the mentally retarded child.

Considering these facts it has been planned to make a study entitled "Attitudes of Parents on the Inclusion of Children with Intellectual disabled in Education. By this study the researcher intends to compare parental attitude that effect education, training, support the inclusion of children with special needs in Education in Nagpur, Maharashtra.

Using This Template

When you open these guidelines, select "Print Layout" from the "View" menu, which will allow you to see the two-column format. You may then type over sections by using the Cut and Paste commands listed under the Edit menu and/or by using the markup styles. To use the template styles, use the Style menu to the left of the text, or on your toolbar or formatting palette. Click on the down arrow to access the various styles (for example, the style at this point in the document is "First Paragraph"). Scroll through the style list and you will find "First Paragraph" highlighted. To use these built-in style guides, highlight a section that you want to designate with a certain style, and then select the appropriate name on the style pull-down menu.

2. Need & importance

Education, respect, opportunity, participation, equality, and Parenthood are probably the most debatable issue in normalization for Persons with Intellectual disabled. The Education and equality of Persons with Intellectual disabled is determined by the myths, concerns and ignorance of parents, professionals, and the general public.

This study is aims to study attitudes of parents on the inclusion of children with Intellectual disabled in education. By this study the researcher intends to compare parental attitude that effect education, training, support the inclusion of children with special needs in Education in Nagpur, Maharashtra.

3. Objectives of the study

1. To find out the attitude of parents of children without Intellectual disabled on the inclusion of children with Intellectual disabled in inclusive education.
2. To find out the attitude of parents of children with disability on the inclusive of children with Intellectual disabled in inclusive education.
3. To compare the attitude of parents with disability and parents without disability on the inclusive of children with Intellectual disabled on inclusive education.

4. Review of Litratue

According to Winnick, 2000 A gradually increasing number of parents want their CSN to attend a regular school, that is, the same neighbourhood school that siblings and children without disabilities attend. Such parents believe that their children receive education that is as near to normal as possible as they are prepared for adult life Hardman *et al.*, (1993) Chakuchichi *et al.* (2003). There are parents who also reiterate that inclusive education in physical education promotes

assimilation, accommodation, adjustment and adaptation among learners in a free atmosphere Ballard, (1999); Hallahan and Kauffman, (1994); Musangeya *et al.*, (2000) Kanhukamwe and Madondo, (2003). Numerous inclusive physical education models have been designed to help students with disabilities gain social competence and other skills to function fully and independently in regular physical education classes.

Review of pertinent literature is evident that training of parents, Peer or other family members / attendants of disabled child is very helpful not only in the understanding of the disability but also in handling the disability in an effective manner.

5. Methodology

Researcher has secured all the necessary help and references for planning and constructing the questionnaire. Before constructing the questionnaire the researcher has attained a clear understanding of the objectives of the study and the nature of the data needed. On the basis of the objectives of the research problem the researcher had constructed the questions. On total 30 questions are prepared for research. While administering the questionnaire each item of the question and rate them along a two point rating scale (i) Positive (yes): + (ii) Negative (N) Convert the total response into cumulative percentages by dividing by the total score .A total of 80 Parents from both the children without disability and children with Intellectual disabled from primary schools of Nagpur selected sample, were included for the study. The age group of Parents was between 25 – 50 yrs belongs to middle class family. Parents from both the children without disability and children with Intellectual disabled were picked randomly from the primary schools and Special schools of Nagpur District of Maharashtra State.

6. Analysis and Interpretation

1. The finding indicates that 38 % of parents feel positive attitude towards inclusive education and 62 % of parents feel negative attitude towards inclusive education .This percentile respectively showing a highly significantly. In this study researcher find out that most of the parents without disabilities responded that inclusive education will not be beneficial for student with disabilities in regular class.

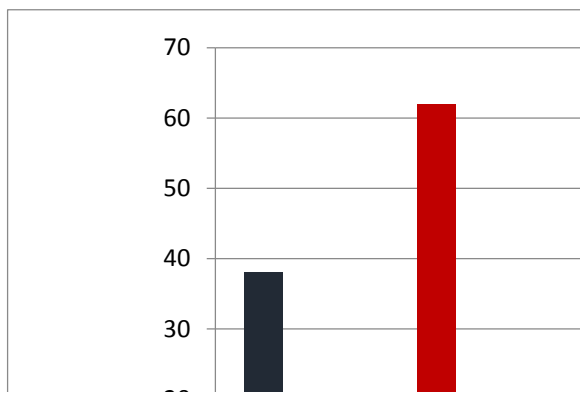


Fig 1: Percentile Score on Attitude of Parents of children without Disabilities

2. The finding indicates that 68 % of parents feel positive attitude towards inclusive education and 32 % of parents feel negative attitude towards inclusive education .This percentile respectively showing a highly significant. In this study researcher observe that most of the parents with disabilities responded that inclusive education will beneficial for student without disabilities in regular class.

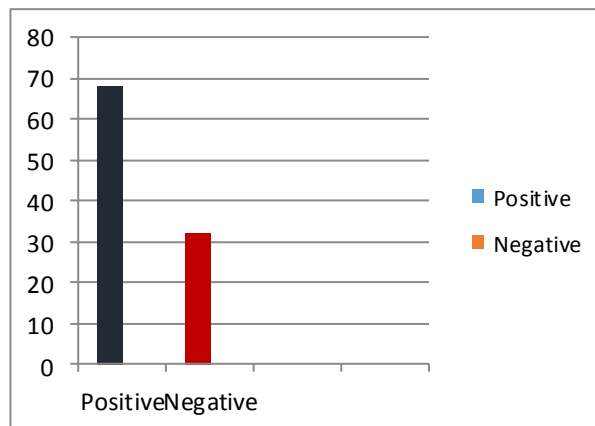


Fig 2: Percentile Score on Attitude of Parents of children with Disabilities

3 .The finding indicates that 38 % of parents feel positive attitude towards inclusive education and 62 % of parents feel negative attitude towards inclusive education .This percentile respectively showing a highly significantly in Group -I. In Group -II scores that 68 % of parents feel positive attitude towards inclusive education and 32 % of parents feel negative attitude towards inclusive education. In this study researcher observe that some parents of children without disabilities feel inclusive education will benefited and on other hand most of the parents of children with Intellectual disabled responded that inclusive education will beneficial for student without disabilities in regular class.

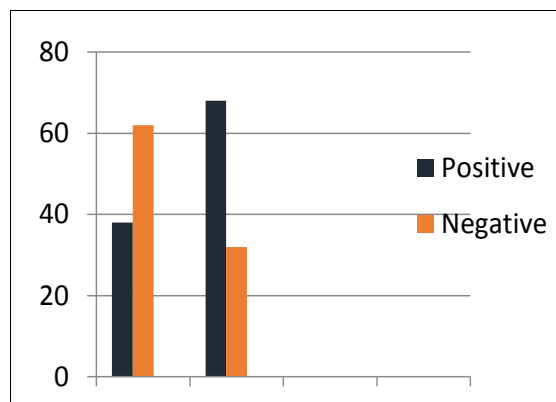


Fig 3: Percentile Score on Attitude of Parents children without Disabilities and Parents of children with Intellectual disability

7. Suggestions/Recommendations

1. Inclusive education should start by conducting both specialized programmes for disabled children and regular programmes for normal children under the same roof.

2. The school programmed should be designed in such a way that all activities like cultural games, art and craft etc. remain common for both normal and disabled children.
3. The design of the plan should include faculty from education as well as from other disciplines such as psychology, sociology, etc.
4. A committee may be formed with special general education, teacher, parents and the principal to explore research on inclusive programs, report findings and recommendations to the faculty, solicit input and develop and implement the plan.
5. Regular and continuous communications and planning must take place among faculty members both before and after during the implementation process. emphasis should be laid on the promotion of behavior and emotional development of children.
2. Proper arrangement should be made for social support such as friends group.
3. Parents of disabled children should come forward to receive advice and information about their children additional support needs.
4. Students should be prepared for the inclusion of special education students through discussions of acceptance, respect, maintaining and assisting.
5. Regulate interaction between the teachers and parents should be arranged to discuss the progress of children.
6. Parents of all children (both normal and disabled) should be taken to confidence, so that their children are given proper individual attentions in inclusive settings.
7. An effective approach to develop communities of belief about inclusion should be put into place by creating many opportunities for all community members to think carefully and discuss practical action.

8. Conclusions

Researcher study attitudes of parents on the inclusion of children with mentally retarded student from testing 30 questions. Researcher concluded that attitude of parents without disabilities goes maximally towards negative approach more than 50% parents concluded that student with mentally research student cannot benefit in education cannot get equal opportunities cannot improve their skill & cannot feel comfortable. Normal students' parents say that they cannot better performance in academic skills. Researches observe that there is negative attitude of normal children parents on inclusion of mentally retarded Children.

Whereas mentally retarded children parents more than 50% parents have positive attitude about inclusive education with normal children they feel that mentally retarded children can benefit in education equal opportunity in regular class they feel that non-government organization play an important role in education & mentally retarded children better performance in academic skills in inclusive education.

Researcher examine factor related to parents regarding their age gender education and income level. Researcher observe that more than 50% normal students not important in inclusion and inclusion is not more effective & cannot provide appropriate instructions, cannot affect the educational background age difference of husband & wife on the development of mentally retarded Children.

Whereas mentally retarded children parents have positive attitude about effect about effect of social economic students

on the development of mentally retarded children. This implies that socio-economic status plays an important role in inclusive education & provide appropriate instruction use in inclusive education school. They feel that education background of the parents and age difference between husband & wife affect the development of mentally retarded Children.

Researcher wanted to examine factor related to multiple disability such as age gender education serving of mentally retarded type of tuning provide. Researcher concluded more than 50% normal student parent believe that mentally retarded is disease and teacher attitude important for implementation for inclusive education. Mentally retarded Children need individual support, so regular teacher need appropriate training because they believe that special methods & studies play. Main role in educating mentally retarded children that way regular teacher can give special attention to mentally retarded student & can provide appropriate teaching learning material to mentally retarded children which can receive required support for learning.

Whereas mentally retarded children parents maximums parents believe it is not a disease mentally retarded not required individual support regular teacher can teach non disable children in regular class room. Regular teacher will not needs to special training to teach mentally retarded children. It will not stream fully manage mentally retarded children with normal children in inclusive education. Regular teacher can give individual attention in inclusive education & can provide appropriate teaching learning material & plan inclusive education program me appropriately. Children with special needs will not required support for learning they only was not mental support or their teacher and class mates.

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