

PARENTS OF TYPICAL CHILDREN FOR AND AGAINST THE INTEGRATION OF CHILDREN WITH DISABILITIES

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Abstract: The integration of the children with disabilities in the mainstream classes is a provocative problem. On the one hand, teachers aren't yet professionally trained to cope with the different approaches to each disability. On the other hand, the parents of typical children in the classes of integrated children do not want integration because it is a waste of time and resources that they lose their children. Thus, teachers, in addition to continuous self-improvement, must also mediate conflicts between parents, insisting on establishing a balance between them, for the good of all children. The results of our research show that the parents of typical children are mostly against the integration of children with disabilities, while people who do not have direct interests (lacking fellow children with children with disabilities) are more permissive.

Key words: typical children, children with disabilities, integration, parents attitude

Introduction

The children are sincere and do not know how to pretend. This is the reason why, colleagues of a disabled child are very cruel many times. They laugh at the prosthesis that their colleague carries, laughs whenever he tries to express himself in words and can't do it correctly, they can't appreciate the effort he or she puts forward to communicate with them. For the child with disability, emotional pain is much larger and harder to bear than any physical pain and drastically reduces self-esteem. For the disabled child classmates mean a lot.

He desperately desires to be accepted, to be treated equally and especially to have friends. Unfortunately, most of his or her classmates reject or treat him or her with indifference. Even if he or she is intelligent, the child with hearing disability fails to get closer to his colleagues because they have communicative problems. When he or she speaks with difficulty, his or her colleagues think he or she receives too much attention and understands more than he she says. It is a mystery to them that, although they can't talk clearly, their logic tells them that since they can talk, they also must be clever and they don't need too much help.

In most sociogrames made in classes where disabled children are integrated, they are not rejected or preferred by their peers, rather ignored. In the last few years children are allowed to sit in the desks according to their preferences. As integrated students are not among the favourite by their colleagues, they often sit alone in the first desk, although their need to have a desk mate is essential to get notes from the dictated lessons, for them their colleague may be a great help. The teacher has a great role in the effective socialization among all children and especially of the disabled with the rest of the students.

The parents of the typical schoolmate of the children with disabilities integrated into mainstream education can be grouped into three categories (Salloum, 2011, pag.55):

A. Parents who are against accepting children with disabilities in those classes, more or less vehement. Some of them threaten to transfer their own child if the disabled student does not leave the class. Most motivate their position by affirmations such as:

- The teacher spends too much time with the student;
- He or she is a negative example for my child because he or she can't meet the requirements of an ordinary class;
- He or she always waits for help from our children, maybe more, but he is lazy and takes advantage of others;
- It's weird, otherwise, his or her place is at the special school;
- It's dangerous for my child, who knows what can happen.

B. Neutral parents, who don't refer to the presence of children with disabilities in their own class. These parents are indifferent to such a situation.

C. Parents who agree with the presence of a child with disability in the class of their own child. Some of them express their views:

- I'm glad because my child can see how lucky he or she is being healthy;
- My child will become more sensitive and better with those who are upset;
- He is a handicapped child and it is not his fault;

- He or she is also enjoying the presence of children of his or her age;
- His or her parents are good people and they are dealing with their child;
- He or she Doesn't harm anyone, he or she is a good child.

The teacher, who has the obligation to work with all parents, is a mediator. He mediates the relationship of all the parents of the class he or she teaches.

Benefits of integration (Salloum, 2011, p. 57):

- *For the integrated child*: he or she feels treated equally, has the right to quality education, socializes, gains more autonomy; he or she is much better prepared for integration into society as a future adult.
 - *For his colleagues*: they become more empathic, they are more attentive with other people in difficulty around them, they will have fewer prejudices.
 - *For parents*: the parents of the integrated child will have the satisfaction that it is accepted by school, teachers and colleagues, will have access to quality education and are likely to lead a normal life while the parents of the other children will find that their own children are more tolerant and understanding.
 - *For teachers*: they will have the satisfaction of overcoming personal and professional barriers, satisfying well-fulfilled tasks, discovering new, provocative areas, but the most important benefit will be that they have helped educate and educate a child who, without their support, would have been able to achieve those results.
 - *For school*: it will achieve the objectives proposed in the school development plan and will approach the generous friendly school mission, open to all community children, character formers, not just knowledge transfer.
- For the community*: there will be fewer social assisted, more professional and personal.

Schools need to give the necessary attention to all students, to be prepared to deal with acceptance issues, all of us (educational specialists, parents) must be a team, we must identify and implement strategies in order to have successful educational practices and all children to be treated equally (Vrasmaş, 2001, pag. 240).

Research methodology

General research objective: Increasing the quality of education of pupils with disabilities integrated in mainstream schools.

Specific objectives:

- Changing the attitude of the parents of typical children to the integration of children with disabilities.

-Identifying the barriers that lead to the negative attitude toward the integration of children with disabilities.

Parents are very important as partners in education. Co-operation with them can ensure the success of children and, implicitly, facilitate the work of teachers.

Unfortunately, often the parents of typical children are not only against integrating children with disabilities into classes in which their children are learning, but put pressure on teachers and school management to exclude these children from those classes. To prevent such situations, it is very important to realize that the attitude of these parents is in itself a problem for the educational system. In addition to the disadvantages that they see as a priority, it is good to be able to see that their children can also be won by being colleagues with children with disabilities. Tolerance, good understanding, empathy, patience, openness to the new, and relationship with all colleagues are values that are necessary for all children. Our study wanted to investigate the extent to which we can talk or not about accepting the children with disabilities in the classes of typical students by their parents.

Our study is based on the consideration that all children have the right to education and their rejection is not ethical. In view of the above, we have postulated the following hypothesis: *There are significant differences regarding the acceptance of children with disabilities by the parents of typical children from the classes with integrated disabled children, towards the parents of typical children from classes with no integrated disabled children.*

The study included the following *participants*: 97 parents from 6 classes of a normal school in which there are children with different disabilities integrated, and 97 parents from 5 classes without integrated children with disabilities.

Tools and procedure

We wanted to measure parents' willingness to accept children with disabilities to be integrated with their children. Thus, we asked the participants to answer the question: Do you agree with integrating children with disabilities into normal education? The answers could be: *yes, I do not know, no*. We also asked them to provide three arguments to support their choice.

Research results

Given the frequency of the responses, we applied the test χ^2 to compare the results:

Table no 1 : parents with children who have disabled children integrated in their classrooms*
 parents without disabled children integrated in their childrens' classrooms /Crosstabulation

		Parents without			Total		
		Yes	I don't know	no	yes		
Parents with	yes	Count	3	0	0	3	
		Expected Count	1,9	1,1	,1	3,0	
		% within parents with	100,0%	,0%	,0%	100,0%	
		% within parents without	4,9%	,0%	,0%	3,1%	
		% of Total	3,1%	,0%	,0%	3,1%	
		Adjusted Residual	1,4	-1,3	-,3		
		Count	18	0	0	18	
		Expected Count	11,3	6,3	,4	18,0	
		% within parents with	100,0%	,0%	,0%	100,0%	
		% within parents without	29,5%	,0%	,0%	18,6%	
		% of Total	18,6%	,0%	,0%	18,6%	
		Adjusted Residual	3,6	-3,5	-,7		
		Count	40	34	2	76	
		Expected Count	47,8	26,6	1,6	76,0	
Parents without	no	% within parents with	52,6%	44,7%	2,6%	100,0%	
		% within parents without	65,6%	100,0%	100,0%	78,4%	
		% of Total	41,2%	35,1%	2,1%	78,4%	
		Adjusted Residual	-4,0	3,8	,8		
		Count	61	34	2	97	
		Expected Count	61,0	34,0	2,0	97,0	
		% within parents with	62,9%	35,1%	2,1%	100,0%	
		% within parents without	100,0%	100,0%	100,0%	100,0%	
		% of Total	62,9%	35,1%	2,1%	100,0%	
	Total		Count	61	34	2	97
			Expected Count	61,0	34,0	2,0	97,0
			% within parents with	62,9%	35,1%	2,1%	100,0%
			% within parents without	100,0%	100,0%	100,0%	100,0%
			% of Total	62,9%	35,1%	2,1%	100,0%

As we can see in the table above, we can say that there are significant differences between the answers of the parents with children who learn in classrooms with disabled children integrated from the parents who have children without disabled children integrated in their classrooms.

For *Yes*, parents with children who have colleagues with disabilities, the observed frequency is below the expected frequency. In the case of parents whose children do not have integrated disabled students, the results are different, the observed frequency is the expected frequency.

For *I don't know*, parents with children who have colleagues with disabilities, the observed frequency is below the expected frequency. In the case of parents whose children do not have integrated disabled students, the results are different, the observed frequency is the expected frequency.

For *No*, parents with children who have colleagues with disabilities, the observed frequency is below the expected frequency. In the case of parents whose children do not have integrated disabled students, the results are different, the observed frequency is the expected frequency.

To see where there are significant differences, we track tailored standardized residue for each cell. Values within the range (-2, 2) will be considered as indicators of some differences between observed and expected values.

Table no 2: The value of Adjusted Standardised Residual

Type of answer Parents	The value of Adjusted Standardised Residual		
	Yes	I don't know	no
Parents with	3,6	-3,5	-,7
Parents without	-4,0	3,8	,8

As we can see in the table above, the differences in results of the two categories of parents, are very large. The biggest differences can be seen between no responses, followed by I don't know answers.

Table no 3: Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	15,818(a)	4	,003
Likelihood Ratio	22,806	4	,000
Linear-by-Linear Association	13,008	1	,000
N of Valid Cases	97		

a 5 cells (55,6%) have expected count less than 5. The minimum expected count is,06.

Analyzing the situation of the respondents' answers to the study, we hold a χ^2 with a degree of freedom $df = 2$, with a significance threshold of .003, lower than the critical threshold .05, so we can say that there are significant differences between the answers of the two categories of parents.

Conclusions

Our research has been driven by the many critical situations faced by teachers working with integrated children. Unfortunately, many parents of typical children with colleagues with disabilities are against integration, moreover, they put pressure on teachers to insist on transferring children with disabilities to special schools. To see if there is a general trend against integration, we used a control group made up of parents who have children in classes where there are no children with disabilities. Their answers are different, these parents are more permissive or indifferent. We think this is because they do not have a direct interest, they do not know closely about the integration of a child with disabilities, the advantages or disadvantages that may arise. The Integration of children with disabilities is a reality. These children have the right to education just like everyone else, their presence in normal schools is natural and it brings benefits to other children, not just problems. The society we live in is heterogeneous, so it is natural to be the same in schools. The kids are different and diversity is also a beautiful part of the human nature. Teachers should be supported in their integration process and parents should be aware that the world of people with disabilities is generous and wide, the boundary between the two worlds is extremely fragile. Tolerance, goodwill, acceptance, are values that we must promote in schools, together with the parents of all students, typical or with disabilities.

Refernces

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