

**SEVERAL MALTREATMENT FORMS
OF CHILDREN WITH SPECIAL EDUCATIONAL
NEEDS;
qualitative approach in inclusive schools**

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Abstract: The inclusion of children with special educational needs in mainstream schools is based on positive values such as acceptance of differences, respect for diversity, human solidarity, the fight against exclusion and marginalisation but it also involves a change in school policy. Through a qualitative approach, semi-structured interviews applied to the relevant actors, the article examines the forms of maltreatment that may appear in the case of children with special education needs when schools and social actors are insufficiently prepared to adapt to this change. The article identifies some solutions adopted by the school staff and proposes several measures to prevent the phenomenon of victimisation of children with special educational needs in inclusive schools.

Keywords: *educational inclusion, children with special educational needs, maltreatment, inclusive schools*

Introduction

The inclusion of pupils with special educational needs (SEN) in mainstream schools is a matter of international concern, while promoting the principles of education for all and the normalisation of the life of people with special needs. In an attempt to receive all the students, even those with disabilities, the emphasis is laid on changing

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the school to meet the needs of children with SEN. The inclusive school is the "requirement of maximum flexibility and tolerance in terms of physical, socio-cultural, linguistic and psychological differences between children/pupils, the school mission being that of giving everyone the opportunity to learn according to the pace, the skills and the personal needs and to express themselves according to the individual personality traits" (Gherguț, 2006, p. 57). So that a school can become inclusive, it should form attitudes, values, beliefs, adequate behaviour of teachers, other students, parents of children with SEN, of the working team members and the community. Given the insufficient preparation of schools to receive pupils with SEN, different forms of ill-treatment may appear.

Maltreatment or child abuse is defined as physical or mental injury or careless treatment. It can take place both actively, situation that can occur through a hostile, deliberate and aggressive attitude, with the purpose of injury or harm, and passively, through lack of interest and neglect (Zamfir, Vlăsceanu, 2003, p. 13). In school, violence can occur either as aggression against persons or property, which is called „bullying”, either in the form of marginalisation attitudes, isolation, rejection, distrust, hostility affecting school climate (Pain, 2002). These subtle and repetitive types of violence influence victims from the psychosocial point of view (Debarbieux, 2010).

Defrance (1994) distinguishes between school violence and violence in school as an institution, respectively non-institutional violence. The author understands institutional violence as the use of force and coercion by the school to achieve its objectives: training, education and professional qualifications of students. Thus, by means of school regulations, of the authority exerted by teachers on students a hidden violence can be determined because the boundary between authority and abuse of authority is difficult to detect. According to Defrance, the second form, non-institutional violence, includes violent types of behaviour among pupils. Although non-institutional violence is apparently unrelated to the teacher and the educational context, it can be enhanced by institutional violence (Neamțu, 2001, p. 40).

Victimisation determines depression, sadness, a negative self-image and may increase violent behavior. These are the conclusions of a meta-analysis of the studies published during 1978-1997 on the violent behaviour occurring between classmates (Hawker, Boulton, 2000).

Research methods and subjects

This article aims to analyse the main forms of maltreatment of pupils with SEN, to identify solutions adopted by the staff of the inclusive school and ways to prevent victimisation. Investigation work was conducted in Iași, from May to December 2010. The research methods used were the semi-directive interview, the observation about this and the documentation. Also, 62 people from three different groups of actors were interviewed in the process of school inclusion:

- professionals in the education system: teachers in inclusive schools, managers of inclusive schools, teachers in special education, academics;
- parents of pupils with SEN;
- social care professionals: Complex Evaluation Service (CES) inspectors of the Department for Child Protection (DCP).

The subjects interviewed were selected from the following institutions in Iași: 8 inclusive schools, 2 special schools, "Alexandru Ioan Cuza" University, DCP. The aim proposed was that the sample should be diverse and include people involved in inclusive education from several perspectives, both professionals in the education system and those from DCP and parents.

The interview guide was developed after studying literature and documentation. The interview guide included several questions, but for this article were taken into account only some of them because this study is part of a broader research which aims at the inclusion of children with special educational needs in mainstream education.

Questions addressed to professionals aimed at: the difficulties encountered in their work with pupils with SEN, better solutions regarding inclusion of pupils with SEN. Parents were asked questions related to difficulties concerning the schooling of children, their expectations from class teachers, what should be done to better adapt the child to school.

When conducting interviews, we kept in mind that it is necessary to keep a balance between the position of "scientist" and that of "ignorant" (Gheorghiu, 2005, p. 45), to have patience to listen with respect and curiosity every person, to know to ask the right question at the adequate moment.

Searching for new people stopped when information became redundant (Moscovici, 2007, p. 187), that is nothing new or significant

has appeared. Interviews were transcribed and analysed using the thematic analysis method.

Maltreatment forms of children with SEN

After analysing the interviews, were identified several forms of maltreatment such as: refusal to accept them in school, isolation, marginalisation, neglect concerning education, forcing them to be like other children, verbal abuse, punishments imposed. Hereinafter we will be analyse the following forms of maltreatment:

- the attitude of rejection
- the educational neglect
- forcing children with SEN to be like other children
- punishing students with SEN.

The attitude of rejection

The inclusion of pupils with SEN in mainstream schools involves the shaping of positive attitudes such as acceptance of diversity, non-discrimination, flexibility, respect for the relationship of partnership, empathy, responsibility (Vrăsmaș, E., 2007, p. 127). This research shows that these attitudes are difficult to acquire and that negative attitudes persist.

- *"Parents tell us that children are not received at kindergarten or school and we tell them to go to the manager and ask for a proof for not receiving the child on account of (...) I doubt that he is treated well there when he is received in these conditions in school"* (CES specialist interview).

- *"Teachers sometimes seem to easily recommend special schools. They do not think that they are sufficiently trained to bring SEN children into the class. I think there are not enough courses to show them how to work with children with SEN, to understand the problems of children with mental or motor deficiencies (...) I thing that in this way there is a shift of responsibility from one specialist to another, they want only good children in their class, children with whom they should not work very much and then, children who have a problem or several problems should go to a special school, they should not be in our class. I dealt with such cases and I did not expect to find something similar in the city schools* (CES specialist interview).

- *"When an autistic child was in class, even the teacher aroused parents. He/She came into the teachers' room and said that*

he/she could no longer stand the child, that they should take him from the class” (support teacher interview).

Following a research conducted in 2008 by Bethany Social Services Foundation on the school integration of children with disabilities in rural areas, it resulted that 20.7% of the parents surveyed have experienced difficulty in child enrollment in schools in the department of Iasi. In other cases, the pupil with SEN is enrolled in a school but parents prefer bringing him /her to school as seldom as possible in order not to create problems:

- *”The child is often accepted in class only theoretically. In reality the child stays at home. They tell the mother to keep the child home and he will pass the class. (...). Parents bring children to school from time to time, they walk with him/her around the school, they keep the child two hours instead of four” (CES specialist interview).*

It was reported quite often that parents are required to transfer the child to another school or move him/her to a classroom where students have a lower level:

- *”I had pretty severe cases when the primary teacher put the child out of class on the grounds that he/she is deficient. Simply out of the class (...) case resolved ... by sending the child to another school” (support teacher interview).*

- *”She often threatened us that we should not bring children to school tomorrow, I leave deaf” (parent interview).*

- *”Teachers try to persuade his or her parents to move him/her to another class because there are children with the same level as him/her. If the child gets into a good classroom, the teacher must work with him too ...an instead of ignoring him/her, he can go to the other class where the level suits him/her (inclusive school manager interview).*

Hostile and dismissive attitudes of teachers towards children with SEN are sometimes manifested either by reproaches addressed to parents, either in the form of inappropriate comments that betray these attitudes:

- *”At first they treated her in a very bad manner, that is they did not treat her bad, when I went to school, teachers made reproaches ... why should you bring her here, you should have gone to a school in*

your neighborhood ... that is why many children go there ... they probably bring the school to an inferior position (parent interview).

- *"When a parent comes to inquire if the child can be enrolled in the school, the attitude of teachers is ... again these children ...the school is full of them"* (inclusive school manager interview).

- *"Teachers consider them stupid they do not even pass the class (...)he/she is considered as another fool"* (support teacher interview).

The exclusion of children with SEN from certain activities, especially the extracurricular activities whose role is socialisation and social skills training, affects both the child and his parents:

- *"At the end of kindergarten a farewell trip was organised. I gave money for me and her because I said I would not cause you problems, I go with her and kindergarten teachers agreed to take her, but Mrs. Principal refused to take her, she said: who takes Petronela? and those words really hurt me"* (parent interview)

The attitude of rejecting children with SEN in mainstream schools are based on at least two reasons. Firstly, emphasis has been laid for a long time on segregative special education and the students with disabilities or those with social or behavioural problems and who did not adapt to regular schools were directed towards special schools (Manea, 2006, p.48). This habit, called *habitus* by Pierre Bourdieu (2000), has the capacity to be constant over time and difficult to change because it works like a internal law which rejects data that are different from the capital accumulated by individuals or institutions. Habitus is based on past experience and tends to perpetuate in history and traditions. Secondly, the prestige of a school or of a teacher is greater if they are oriented towards performance and students get high marks on entrance exams for other forms of education, prizes or awards. As a result, teachers reject these children because it is very difficult to achieve performance given that "the focus is on quality, competence" while inclusive education involves individual work (Țăranu, 2009, p. 162).

Michel Foucault (1999, p. 56-58) describes two different models by which society exercises social control over everything that is abnormal. The first model, that of the "exclusion of the leper" implies a distancing and marginalisation reaction. The second model is that of the "inclusion of the plague victim" and is based on an activity of

observation, organisation and intervention. The second model is more appreciated because it requires action and commitment to find appropriate solutions.

Educational neglect

The main task of integrating children with SEN in mainstream schools is assigned to class teachers. They must design the teaching strategy and organise the students in the class so that everybody acquires a minimum level of knowledge. There should also be a stage in each lesson devoted to children with SEN when they should be the centre of teacher's attention while other students should carry out individual tasks (Bolea, 2007, p. 251-252). In inclusive schools, there are educational services that support the learning process: the services offered by the support teacher, speech therapy, school counselling. In the field research which has been conducted, the following forms of maltreatment were frequent:

Firstly, there is a deficiency in the number of specialists in comparison with the number of children who have learning disabilities and school adjustment problems. As the school has only one support teacher, in this programme primary children go before the others according to the principle of early intervention. For example, the support teacher has the duty to take care of 8-12 children while in school there are several children who have problems:

- *“The assessment made by the special commission service with a view to testing pupils with SEN identified 35 students in middle school. A support teacher has the duty to deal with 8 children. The lack of support teachers is again huge. It is a real situation that I face and fail to ... overcome these barriers and I cannot see why they cannot be removed”* (inclusive school manager interview).

In this sense, the most obvious is the situation that occurs in middle school when some students do not benefit from the support programme. As the school has only one support teacher, in this programme primary children go before the others according to the principle of early intervention:

- *“I could not deal with secondary school students, because in primary school there were children with more serious problems and when you are sure that at least he knows to write and read, then you can say that you did your duty in a way, even if he/she is no longer involved in the programme ... As a colleague said “Fly baby, fly!” We*

do the same thing when the child graduates primary school. The child will not be able to fend for himself/herself because mental deficiency is still a problem, you do not know how to act” (support teacher interview).

- *“It seems unnatural for a child to benefit from the tailored programme up to the fourth grade, and in the fifth grade to take our hands off him/here, to say stop, he/she is well now, he/she does not need support”* (inclusive school manager interview).

Experts from SEC who conduct educational orientation of children with SEN are facing some problems such as:

- in rural areas there is a shortage of support teachers;
- for children with sensory impairments there is not specialised staff to carry out specific therapies to recover and compensate for these shortcomings such as mobility and orientation in space, the auditory-perceptual compensatory education, the orthophony, the labial lecture, the augmentative and alternative communication systems (sign language, Braille, etc.);
- many schools have no access ramps and the toilets and furniture are not suitable for children with motor disabilities.

Moreover, these are also the conclusions of the research conducted by Bethany Foundation in Iasi and Timisoara. For this reason, we believe that the right to education in a mainstream school of the pupils with SEN in rural areas is restricted and they are oriented towards special schools.

Secondly, some specialists (speech therapist, school counsellor) withdraw from working with children with SEN and focuses their activity on other categories of students:

- *“I have five children with speech problems, and the speech therapist told me that because of the large number of children, those with SEN she might not be taken this year. She said that as long as they benefit from the adapted curriculum and teacher support, she would focus only on specific problems of speech”* (inclusive school teacher).

- *“I have identified several children with emotional problems and I reported these cases to the school counsellor. He said that he had already formed some groups of students and cannot take the others too”* (support teacher interview).

One of the reasons is that these specialists do not register a too high satisfaction when working with these students:

- „Pupils with SEN generally have mental deficiency or have this background and the problems of pronunciation, in fact, may be some problems that are secondary to mental deficiency and not dislalia. Even when he is not diagnosed with mental deficiency, you see from the way he responds to therapy and thus you can say with enough accuracy that there is more to language disorder... You do not have much contentment if you work with these kids, you work but your work is not seen” (speech therapist interview).

Thirdly, we do not work in a different manner with children with special needs included in mainstream schools as it is provided in the adapted curriculum approved by the school inspectorate:

- “I may sometimes forget about them (...) in what sense, asking them a question appropriate for their level. And I remember when it comes to homework (...) I forget to assign them different tasks (inclusive school teacher).

- “Since school started, she did not have any homework, I cannot explain to her radicals and polyhedra because she does not know multiplication” (parent interview).

- “We talk in vain about differentiated treatment, differentiated treatment is only praise. I have not heard very often about creating special worksheets during every lesson (...) Most of the times: you also do these exercises, but there was not a worksheet suitable for their level (inclusive school manager interview).

Moreover, this was also the case of national tests when these children did not receive differentiated subjects and the marks they got were very low which had as a consequence lowering the overall school average:

- “In the eighth grade, the child could participate in the examination if parents wanted this, and normally! parents did not know what was going on (...) and they sent him/her, go and take this exam and they got the lowest grade and decreases the school average grade and the prestige of the teacher who taught that subject (inclusive school manager interview).

The fact that these students passed the year just because they had an adequate behavior or because the number of students would decrease and the number of classes per teacher would disappear represents another form of educational neglect. In this sense, teachers are not necessarily awarding passing grades for the knowledge acquired,

but they rather assess other issues such as that they make up portfolios or they complete the notebook:

- *"I had a girl, she passed the fourth grade although she could not read and write. I tried to send her to a special school but she continued school and now she graduates the eighth form. She never repeated the school year (...) And I expected her to repeat the year. On account of the number of pupils in secondary school, she did not repeat years because her behaviour was adequate. Argument..."* (support teacher interview)

- *"She has an orderly notebook, therefore the teacher awards good grades and the average grades are very good for her situation (...) in the first place she graduated. I have also searched all the time various materials for her (...) because teachers require portfolios* (parent interview).

Another form of educational neglect is the fact that the emphasis in their training is laid on the subjects: Romanian and Mathematics where they have adapted programmes. As far as the other subjects are concerned, this aspect is overlooked:

- *"There is an adapted programme only for Romanian and Mathematics, but this kid just does not know more Romanian than the level required for the third grade, how can he/she learn in Physics, Chemistry? ... I do not know... actually, there should be tailored programmes...you are really at the mercy of the teacher* (parent interview).

Educational neglect occurs and is maintained by the belief that these students have a reduced learning capacity, that cannot cope with the curriculum, they are unable to make. This situation leads to a demobilisation of teachers who do not seek appropriate solutions to stimulate the child (Manea, 2006, p. 45). In addition, most teachers perceive work with inclusive classes as *"titanic work"*, *"unpaid work"* but also as a return to *"simultaneous education"* (inclusive school teacher interviews). Few situations were encountered when working with different classes of students was not considered stressful, but it was rather a challenge. This happens because there is a *"de-standardization work"* of the teacher (Beck, 1992) and this involves pressure for flexibility and living under additional stress.

The status of *"tolerated students"* which these students enjoy in mainstream schools determines that they graduate from compulsory education without basic education being provided to them, situation

which leads to an increase in the number of “functional illiterates” (Miroiu, 1998, p.127).

Forcing children with SEN to be at the level of other children

Another form of abuse is to treat children with SEN in the same way as their classmates. Thus, the lesson is explained for most of the students in the class, homework and assessments are not different and we do not take into account that these students have a lower level of knowledge. In this case, the little progress these children make are not taken into account. And this discourages them:

- *“She does not allow a longer period of time to put her to write only two verses ...she does not meet the tailored programme (...).it takes a lot of time to do the homework (...).When she is not assigned special homework and I must take the homework from another child, we have to do it like the other children and it takes a lot of time. She often tells me: I am tired of school, I no longer want to go to school... Tired, she writes on the board, fails to complete everything, she is lucky to have a colleague who is close and go to it to fill to fall behind”* (parent interview).

- *“There are many children who have an extremely distorted self-image, they are emotionally abused both in family and at school and by their group of their friends because they are labelled (...).Having this inferiority complex, you realize that, even if he knows, he does not have the courage to answer (...). Many students are ashamed, many of them confess that they are ashamed. They do not trust that they can, they are afraid not to be laughed at”* (support teacher interview).

- *„At the beginning of the school year, I had a little girl in the fourth grade who could not read hundreds figures, she can now make additions and subtractions, multiplications The primary teacher says ... is this progress for the fourth grade?”* (support teacher interview).

Pierre Merle (2004) talks about two forms of discouragement produced by teachers: explicit and implicit discouragement. The first form of discouragement is expressed through public action, such as direct criticism addressed to the student. In the second case, the implicit discouragement is anonymous produced in the demobilising context of learning, the teacher does not clearly express the intention of discouraging. This is achieved indirectly by means of the exclusion from certain school activities, indifference, marginalisation. For example, teachers are only interested in good students, capable of

performance, eager for knowledge and they neglect those who need support. The two forms of discouraging produced by teachers do not exclude each other, so that both types teachers can be found in reality.

Punishing children with SEN

A fourth form of maltreatment of children with SEN is considered to be punishment by teachers. This indicates an insufficient understanding of the needs and of the potential of these children as well as of the techniques of classroom management.

- *“My daughter was punished heavily by the kindergarten teacher because she was very restless, she did not speak, she also aroused the other children and the teacher punished her”* (parent interview).

- *“When she was in the second grade, my daughter was more fidgety than she is now and she annoyed the Religion teacher, so that the teacher took a yoghurt and was on the point of pouring it on the head ... such a situation ... she could not accept Alina, could not control her in any way although the class teacher could control her and she had a Music and English teacher, she was not so violent, she could be talked to all the time”* (parent interview).

- *“Children with behavioural disorders (...) feel great when the teacher notices them, ... then they really feel great (...). Primary teachers must learn how to react although it is very difficult. When the child makes something bad (...) the teacher heeds him/her in situations when he shouldn't, when he cries ... and of course when someone heeds him/her, he repeats this so that he may be taken into consideration once again”* (support teacher interview).

It is true that research shows that pupils with SEN have inadequate social skills, a low concentration of attention, exhibit unpredictable reactions and can physically assault other students (Fordin, 1997). However, their punishment by teachers is not always the best solution. It is important to find appropriate methods of classroom management, to engage them in activities appropriate to their level of understanding and training and to create an atmosphere propitious to cooperative learning.

Solutions adopted

From the answers given to the interviews, the following solutions adopted were extracted with a view to decreasing the risk of victimisation of pupils with SEN:

- openness of the school manager and the desire to find solutions to a parent's request to enroll his/her child with SEN in an ordinary school. This is done primarily by listening to the parent's requirement, to his/her views on the problems of the child, to the expectations he/she has from the school.

• *"When a child came from elsewhere to join our school, I had the patience to listen to him/her, what problems do you have, how do they manifest, how did you treat them, how do you want us to act (inclusive school manager interview).*

- preparation and motivation of teachers, raising awareness on children and family issues, ensuring that they will find support from management if they face difficulties.

• *"I think I knew to say, take him/her from here, I pity mother as she is alone, come on, receive him/her in the classroom, we will see how we get around and the teacher did not refuse me. I knew how to choose my people, too. (...) I knew the one who liked to order, to keep the child and the parent under control and if he tried to work with a child with SEN he only did it for appearance's sake" (inclusive school manager interview).*

• *"In order to work with children with SEN, you should have a certain emotional and mental readiness, (...) you must be prepared to accept him/her as he/she is and to understand that is everything he/she can do and not that h/she does not want to do it. There are children with SEN in all classes, which is not correct. Because not all the teachers are spiritually able, they are not willing to work with children with SEN, there is a failure from the start" (inclusive school teacher).*

• *"I understood parents, I understood their family problems, their financial problems even if children failed to acquire a lot of information, it was evident that there was progress from one year to another, anyway they lived in family and the family climate is safer than the one in an orphanage for a child in primary school" (inclusive school teacher).*

- Information on the child's problems, taking on an attitude of continuous training and search for solutions.

• *"There are cases of teachers seeking for help from the School Inspectorate and they are directed to special schools, they are supported and helped and they adapt their curriculum and work with children using the adapted curriculum, approved by the School*

Inspectorate even if they do not have a support teacher in school” (CES specialist interview).

- Creating an atmosphere of tolerance and mutual assistance in class.

- *”If the teacher knows how to stop a child who tends to tell him things in a wrong way and not allow him to do it, children say that he can do things alone, he also read and they begin to praise him. But if the primary teacher screams first, it depends very much on the teacher” (support teacher interview).*

- *”Children are helpful, they are like the support teacher, they stay beside that child and help him too. I assigned tasks to children and a child helps him with Romanian, the other with Maths because I could not cope with everything” (inclusive school teacher).*

- *”In the case of children with SEN so that the others accept them, I show them that I pay more attention to them. Children were not allowed to jostle him, to talk nastily to him. (...). My kids already know that, during the lesson, I devote some moments to children with SEN (inclusive school teacher);*

- Using some modern methods of teaching-learning-assessment: group work, pair work, computer assisted instruction, etc.

- *”We work in groups, children with problems were distributed in groups with the best pupils... there was a connection ... differences were wiped out” (inclusive school teacher).*

- *”The biggest strength is that they have reached a certain age and they realize that they do not have enough information in order to cope with this new type of education, almost all the children need other methods. Traditional methods are not effective any longer. The resistance of teachers is here that they do not conceive that their long experience and science (...) do not serve and hence results the strength of the teacher and the degree of acceptance and tolerance ... and age” (support teacher interview).*

- to have realistic expectations regarding the progress of these children. This requires an accurate assessment of the child’s knowledge and a gradual design of the approach of the intervention.

- *”I am worried that every integrated child should acquire a minimum level of knowledge for that class so that he can pass to the other class, so that he can graduate. I work under an individual or group therapy programme, a programme that I design after the evaluation, insisting on foreground issues of intervention and I intend solving problems by taking small steps, therefore I do not aim at goals*

and objectives which can be achieved with difficulty, but I have in mind short to medium-term objectives that can be met exactly, in every semester” (speech therapist interview).

- writing projects, the collaboration with various institutions in order to receive additional support.

• *“We designed many projects in order to support children and their families, we had school remedial programs, we organised the school of parents” (inclusive school manager interview).*

• *“We had students in training (...), besides the fact that the student could see what was happening, (...) he could also help, he could correct him, divert his attention from work, those classes were very efficient” (inclusive school manager interview).*

Analysing the solutions adopted by teachers, we notice that they can be applied at school and on their professional level. This requires being open to find the appropriate method.

Measures to prevent violence against pupils with SEN

To prevent violence against children with SEN, we consider that it is necessary to adopt the following measures:

a. provide schools with trained and motivated teachers who should have:

- an appropriate attitude towards inclusion

- a realistic vision about integration issues, to know the physical and socio-cultural characteristics of children with special needs, to develop customised intervention projects and educational programs adapted to the needs of each child, to achieve the assessment of pupils’ performances, to evaluate their progress;

- the ability to maintain an atmosphere of individual learning in the classroom, the organisation of classroom on areas of interest, focusing on cooperative learning, on extracurricular activities etc.;

b. the existence of a sufficient number of specialists so that all the pupils in need should be included in the program of support, speech therapy or psychosocial support. This can be possibly done by involving NGOs and developing partnerships with parents and attract parents to get involved in school life;

c. the existence of an optimum number of students in the classroom so that all are paid attention to and receive the support they need;

d.the design of another system of valuing schools which should emphasize the progress of children and not performance only.

Conclusions

The inclusion of children with SEN in mainstream schools is undoubtedly a complex phenomenon that is a challenge for schools and society. We cannot deny that in recent years significant progress has been made in terms of the inclusion of pupils with SEN in mainstream schools, especially at the legislative and methodological level. However, present research highlights the fact that in the case of children with SEN included in mainstream schools prevail attitudes of rejection, the neglect of education, forcing them to be like other children, punishing them. The most severe form of rejection that was discovered by means of interviews is the refusal of the admission of these children to school. This means that they are restricting the right to education. To reduce the forms of abuse and to increase the quality of education in inclusive schools it is considered as necessary to take measures such as better training for the staff in schools, an optimum number of children in the classroom, developing partnerships with NGOs and parents and a valuing of inclusive schools by taking into consideration the progress made by children from entering school to graduating from it.

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