

Inclusive education: knowledge, perceptions and attitudes of parents of 4 to 8 year old children

Sousamidou Aikaterini

PhD Cognitive Psychology

sousamidou@sch.gr

Arletou Maria

Med Special Education

mariettarletou@gmail.com

Abstract

The present study investigated knowledge, perceptions, and attitudes of parents with children without special educational needs (SEN) regarding inclusive education. Thirteen parents of preschool and primary school children participated, who answered, through semi-structured individual interviews with 12 questions, divided into three categories (knowledge, perceptions, attitudes). The results showed that parents have good knowledge on Special Education structures and which children are eligible to attend them. They are positive about inclusive education, highlighting the advantages that both groups of students gain from inclusion, especially on emotional level. Parents' positive perceptions and attitudes depend on their prior experience with a person with SEN, the service of special education teachers in their child's school, the teachers' practices, the type and severity of the disability faced by their child's classmate. Finally, they are willing to develop relationships with parents with children with SEN depending on the type of the special need.

Keywords: knowledge, attitudes, perceptions, parents, inclusive education

Introduction

The institution of inclusive education, which refers to the placement of students with SEN or disability in general education in order to ensure equal opportunities, has become prevalent in Greece, emphasizing even more the need for school-family interaction (Soulis, 2008; Tsibidakis, 2012). The outcome of inclusive education depends on teachers' perceptions and attitudes towards it (Symeonidou & Phtiaka, 2009; Zoniou-Sideri & Vlachou, 2006), as well as parents of children with or without SEN (Epstein & Sheldon, 2006). In fact, parents, acting as role models for their children, also shape their own perceptions and attitudes. Young children are more resistant to changing the perceptions and attitudes they have adopted from their parents, which take the form of prejudices (Kohl et al., 2000; Miesera & Gebhard, 2018; Zanobini et al, 2017).

Relevant research has already been conducted in the Greek population, on the perceptions and attitudes of parents with children without SEN towards inclusive education, where it was found that parents are positively disposed towards the common attendance of students (Georgiadou, 2020; Thomidis, 2017; Bobota, 2015; Papanikolaou, 2018; Russo et al, 2014; Terzi, 2020). Similar results emerged from international research studies (Adiputra, 2019; Al. Neyadi, 2015; Aydin & Yamaç, 2014; Bhargava & Narumanchi, 2011; de Boer & Munde, 2014; Dimitrova-Radojicic & Chicherska-Jovanova, 2014; Doménech & Moliner, 2015; Paseka & Schwab, 2020; Sharma & Trory, 2019; Sosu & Rydzewska, 2017). The research by Vlachou, Karadimou and Koutsogeorgiou (2016) highlighted neutral towards positive perceptions and attitudes of parents concerning the institution of inclusive education, while hesitations were recorded in the survey by Hilbert (2014) Adiputra (2019), Sharma and Trory (2019) and Papanikolaou (2018).

Parameters that determine the formation of purely positive perceptions and attitudes of parents are the staffing of school units with qualified teaching staff (Adiputra, 2019;

Dimitrova-Radojicic & Chicherska-Jovanova, 2014; Hilbert, 2014; Paseka & Schwab, 2020; Papanikolaou, 2018; Sharma & Trory, 2019; Terzi, 2020), the cultivation of cooperative relationships between school and family (Georgiou, 2000; Paseka & Schwab, 2020) and the type and degree of severity of special educational needs faced by their child's classmate (Bhargava & Narumanchi, 2011; Paseka & Schwab, 2020; Vlachou et al, 2016). Also, the personal experiences of parents with a child with SEN from their close environment make them more positive towards inclusive education (Pijl et al, 1997), as well as their experiences of inclusive education (Bhargava & Narumanchi, 2011; Kontopoulou et al, 2007). In addition, another factor contributing to the positive attitude of parents is the belief in the benefits that children with or without SEN gain through inclusive education on an academic, emotional, psychological, and social level. Some of the benefits are learning progress, enhancing self-confidence-self-esteem, forming friendly bonds, cultivating respect and acceptance of others (Adiputra, 2019; Bhargava & Narumanchi, 2011; Georgiadou, 2020; Doménech & Moliner, 2015; Dimitrova-Radojicic & Chicherska-Jovanova, 2014; Sharma & Trory, 2019; Vlachou et al, 2016; Terzi, 2020). It is worth noting that in scientific studies with a mixed population sample (parents with children without and with SEN), parents with children with SEN are more supportive, supporting the social and academic benefits to be gained from inclusive education (Al. Neyadi, 2015; de Boer & Munde, 2014; Doménech & Moliner, 2015; Bobota, 2015; Paseka & Schwab, 2020; Sharma & Trory, 2019).

Based on the presentation of the theoretical research framework of the present study, it is evident that the perceptions and attitudes of parents of children without SEN are a formative factor in the successful course of inclusive-education in modern schools, determining at the same time the perceptions and attitudes of their children towards their peers with learning or behavioral problems (Darais, 2008; Paseka & Schwab, 2020). We wanted to investigate this important finding in the present research, the influence of parents' perceptions and attitudes on inclusion on their children's perceptions and attitudes concerning the same theme. We applied qualitative method for in-depth investigation of the research purpose and we addressed especially to parents with children without SEN aged 4-8 years, where the influence of parents in shaping perceptions and attitudes is very high, acting as strong role models. Research questions were:

1. Which is parents' knowledge on special education?
2. Which are parents' perceptions of inclusive-education?
3. Which are parents' attitudes towards children with SEN?

Research methodology

The method chosen for this study was qualitative as the most appropriate, as it allows for the interpretation of each participant's personal viewpoint rather than generalizing the findings to the general population (Creswell, 2011). Structured individual interviews were the means of collecting the research data. Parents were asked to respond to 12 questions in order to capture their in-depth views on the topic under study and to enable greater understanding of the topic (Robson, 2010). The Quantitative Content Analysis was used to analyze the data of each interview. It's the method where each element of a text is included into categories (Creswell & Clark, 2007). The categories of the present study were: 1) parents' knowledge, 2) perceptions and 3) attitudes towards inclusive education, corresponding to the research questions. The interview questions were drawn from the Kalyva et al (2007) survey questionnaire.

Qualitative research does not require a large sample size, so 13 participants were selected on the basis of having children without SEN of preschool or primary school age. The selection was made by convenient sampling (those parents who wished to participate from the Ioannina area). In terms of demographic characteristics, there was uniformity in terms of gender (all women), educational level (graduates of higher education institutions, not pedagogical) and employment (all employed). The age of the sample ranged from 38-42 years old.

The interviews were conducted online due to the pandemic, and were recorded with the consent of the participants, who of course remained anonymous. The participants were in advance aware of the topic under study and the purpose of the research. Each interview lasted 30-40 minutes and took place in March 2021. The clarity of the questions was tested by initially involving two mothers who were not included in the survey sample. The following are the results of the survey, where the questions of the three categories are presented in detail with the verbatim quotation of parts of the interviews to enhance reliability.

Results

A) Knowledge

1st question: *What do you know about special education?* The majority of responses are distinguished by basic knowledge about special education. They described it as a supportive-helpful educational practice for children with problems in order to achieve their smooth integration into the school and social environment. Indicative responses from participants include: 1st parent's answers : "It helps people with special needs to integrate into the school environment and life in general." 3rd parent's answers : "Special education is a discipline that focuses on children with learning and other difficulties". 7th parent's answers: "That the children attend the same school as the others and are helped by the teachers in addition." 12th parent's answers: "A school where children with special difficulties can participate in order to move forward in their learning and become autonomous and independent and move on to integrate into society so that they are not marginalized". 9th parent's answers: "It functions as an integral part of integrated education and is provided by the state in public primary and secondary schools. Special Education deals with children for whom general and homogeneous education is presented as inappropriate and inappropriate".

2nd question: *Can you indicate which children belong to the category of pupils with SEN?* Most reported almost all known disorders, especially ADHD, dyslexia, mental retardation, and autism. Fewer reported visual, speech and language, motor, and behavioral problems. We would say that they covered the whole spectrum of disorders that are included in special education. Some indicative answers: 4th parent's answers : "Disabled people can be people with visual impairments, low intelligence, paraplegics, ADHD, but also people with behavioral problems, dyslexia, learning difficulties and others". 9th parent's answers: "Those children who have autism, ADHD, have dyslexia to an intense degree, those who have some kind of illness. Also, refugee pupils because they need special support for learning if they cannot be integrated into the mainstream classroom. " 10th parent's answers: "Autism, mental retardation, low-high intelligence, mobility problems. "

3rd question: *During your own schooling were there any support structures for children with SEN? If so, can you mention some of them?* The majority of their answers were negative, as most of them expressed ignorance on the present issue, such as 5th parent's answers : "I don't know, I don't remember". 6th parent's answers: "There was none, no, there weren't then". 1st parent's answers: "There was none and basically there was no assessment for special educational needs of children. Only the Sanctuary for the Young, which took in severely handicapped children. "

4th question: *Can you name support structures for children with SEN that are currently in place?* The knowledge of most parents about the current existing support structures for children with SEN that were recorded included all existing support structures: integration classes, parallel support in the general school, school units of Special Education and Education, the private therapeutic centers of speech therapy, occupational therapy, physiotherapy and psychologists, child psychologists and social workers, as well as the existence of the educational and counselling support center. Some indicative answers: 9th parent's answers : "Special schools, child psychologists, psychologists, social workers, speech and language therapists, physiotherapists, integration and parallel support departments". 2nd parent's answers: "Special school included in the primary school, kindergartens and primary schools,

or the ELEPAP (charitable organization) because it is state law and special law, the Special Vocational Education and Training Workshops schools included in the secondary school, the single vocational high school and high school". 6th parent's answers: "There are special schools, there are special educators in regular schools who either provide parallel support for the child (in the classroom during the lesson) or they gather children with different special needs in another place and create an integration department where they help these children to integrate into the school group".

B) Perceptions

5th question: *What is your opinion about the attendance of children with SEN in mainstream school?* and 6th question: *Do you think that the type and degree of severity of special needs affect inclusive education?* These questions are asked together as the answers given to question 5th also complemented question 6th. Specifically, through the responses, the importance of inclusive education was highlighted as the importance of learning to treat all individuals equally, the elimination of stereotypical attitudes as well as the smoother integration of children with SEN into society. Participants' references to the degree and type of disabilities demonstrate that parents of children without disabilities are more positive about inclusive education when students have mild difficulties as opposed to those whose disabilities are severe. Severe autism and mental retardation were the two disorders that were considered to be barriers to achieving inclusive education, as they indicate: 5th parent's answers: "I think that children with mild special needs should attend a formal school because they will grow up in the formal society. There would be no point in excluding them. However, children with severe autism with severe mental retardation I don't think the formal education system would help them." 8th parent's answers: "I think it is necessary for both children with special needs and those who are developing normally to coexist in mainstream school. It is important that the first ones are not marginalised, that they are more social and happier and that they develop within a school group that includes all children without discrimination. This is one of the advantages of inclusive education for other children, a life lesson, so that they learn to accept and respect diversity, in the hope of becoming even more fulfilled human beings." 2nd parent's answers: "If the cognitive need of the child allows it, if the mental retardation is very severe, there are special schools. However, if the condition allows it then inclusive education benefits children with special needs because they are socialized and those of typical development become more supportive and non-discriminatory."

7th question: *What advantages do you think your child would gain from studying and interacting with a classmate with SEN?* Participants' responses were oriented towards the emotional benefits that their child would gain from living with children with SEN. Specifically, they mentioned joy, optimism, cultivating empathy, avoiding prejudice, fostering respect, accepting diversity, helping their peers and the possibility of creating friendly bonds with peers with SEN. Indicatively, they mentioned: 11th parent's answers: "Strengthening understanding, friendship and empathy, acceptance of diversity". 6th parent's answers: "In the kindergarten that has a child with autism (with absence of speech) she treats him as a normal child, who used to chase his classmates away because he didn't know how to play with them or was naughty sometimes and scattered the toys. So it seemed to my own child's eyes a little child like all the others. She perceives the same thing about the child with autism who is her friend, that her friend is fine. In the next levels of education, I believe that my child has things to gain from being around such children. First, it accepts difference as something natural to exist! So, he respects it. Moreover, she learns to be more helpful with such children and therefore more responsible. I believe that he would try to include it in the company and therefore to find ways that would help the child with special needs, to participate and therefore more empathy but would also find ways to solve the problem with respect and imagination!"

8th question: *What are the possible disadvantages of inclusive education?* The majority of mothers claimed that there were no disadvantages. However, they also expressed some reservations-concerns about the pace of their child's school progress (whether it will slow down) but also about the teaching work and the teacher's ability to manage any problems that may arise from inclusive education. Indicative answers of the participants are mentioned: 13th parent's answers: "If the condition has some characteristics such as ADHD that the child may have exacerbations, the lesson is interrupted, the flow, it delays the progress of the others, otherwise if the condition is mild and supported by teachers and my child is not affected, I do not see a disadvantage". 8th parent's answers: "No, there are no disadvantages. But it is necessary to have integration classes so that some teaching hours can coexist, or parallel support can be provided. " 12th parent's answers: "Not as long as there is a special education teacher, and he is watching the children with difficulties". 6th parent's answers: "Although I have no idea what happens in the higher grades, up to kindergarten I can know, but I believe that inclusion brings difficulties in the work of teaching. Sure, it is difficult to have children with SEN in your classroom, children of another culture who speak another language etc., but not that this makes education impossible etc. It is certainly difficult, but it can be done and can be done very well if the teacher has the appetite and the knowledge".

Conclusions

From the detailed presentation of the participants' answers, regarding the category of knowledge of parents without special education about Special Education and the structures that staff it, it became obvious that their knowledge is basic, naming all existing support structures for children with special needs. Although they do not recall the existence of relevant structures during their own years of schooling, their range of knowledge about students with SEN who are included in special education is satisfactory, defining the children with SEN in line with the results of the studies of Bhargava and Narumanchi, (2011) and Vlachou, Karadimou and Koutsogeorgiou (2016). The issue of parental knowledge as a factor influencing inclusive education has not been extensively studied so it is a suggestion for further investigation to show the magnitude of the effect it may have. Considering that teachers' positive attitudes are influenced by the amount of knowledge they have about special education (Cameron, 2017; Forlin & Gajewski, 2017; Miesera & Gebhardt, 2018) then perhaps something similar could apply to parents.

On the next category of questions on parents' perceptions of inclusive education and whether the type and degree of special needs faced by children are factors influencing the joint attendance of pupils, the majority of parents were in favor of inclusive education, highlighting the benefits that both groups of children would gain. However, their attitude is encouraging on the condition that inclusive education applies to children with mild learning difficulties, while it is stressed that it is preferable for children with more severe disorders to attend special schools. The present results are in agreement with the studies where hesitations were expressed due to the concern about the possible manifestation of unacceptable behavior by their child's classmate (Hilbert, 2014; Papanikolaou, 2018; Sharma & Trory, 2019; Vlachou et al, 2016). In particular, the emphasis that their perceptions also depend on the child's type of disorder is consistent with the data of Dimitrova-Radojicic et al (2014), Bhargava and Narumanchi, (2011), Vlachou et al, (2016) and Paseka and Schwab, (2020) where severe autism, intellectual disabilities and behavioral dysfunctions are disorders that should not be included in mainstream schooling.

There are also research studies whose results showed the neutral attitudes of parents towards the joint attendance of children with SEN, which deviate from the results of the present study (Adiputra, 2019; Vlachou et al, 2016). Furthermore, in the research of Thomidis, (2017) and Rousso et al (2014), which dealt exclusively with the investigation of parents' views on the inclusive education of children on the autistic spectrum, parents were in favor, provided that there was no delay in the academic progress of their own children. The same

can be found in the research of de Boer and Munde (2014) who investigated the views of parents on the inclusion of children with intellectual/differential disabilities who expressed positive attitudes. These research disagreements lead to further research to clarify under what conditions inclusive education is most acceptable.

In the same category, parents' perceptions of the benefits that their children gain through joint schooling were explored. The key benefit that emerged was the emotional payoffs for all students. This finding is consistent with Adiputra, 2019, Bhargava and Narumanchi, 2011, Georgiadou, 2020, Vlachou et al 2016 and Sharma and Trory, 2019. Specifically, it was emphasized that students without SEN are given the opportunity to cultivate empathy, develop feelings of love and respect, learn to accept diversity and eliminate discrimination (Thomidis, 2017; Vlachou et al, 2016; Terzi, 2020), while as far as students with SEN are concerned, they argued that they are given the opportunity to develop friendly ties and the possibility of socialization (Adiputra, 2019; Georgiadou, 2020; Dimitrova-Radojicic & Chicherska-Jovanova 2014; Doménech & Moliner, 2015; Sharma & Trory, 2019; Vlachou et al, 2016; Terzi, 2020). Differentiation of results in terms of emotional rewards, especially of children with SEN is distinguished by the researches of Bobota (2015), Vlachou et al, (2016) and Papanikolaou (2018) with the latter recording that the common attendance of children will bring to children with SEN feelings of disadvantage.

As for the disadvantages that parents were asked to present based on their answers, most did not see any disadvantage. However, they also mentioned some conditions required to avoid disadvantages in inclusive education, such as the existence of special staff in the school unit and the abilities of the general education teacher to cope and at the same time manage both student groups (Thomidis 2017; Hilbert 2014; Rouso et al, 2014; Papanicolaou, 2018; Sharma & Trory, 2019; Vlachou et al, 2016). These conditions could also be characterized as concerns with the consequent delay in the academic progress of children without SEN (Bhargava & Narumanchi, 2011; Georgiadou, 2020; Thomidis 2017; Papanicolaou, 2018; Rouso et al, 2014; Sharma & Trory, 2019).

In the latter category, the attitudes of parents were studied based on their willingness to interact with both themselves and their children with children with SEN. The results of the responses demonstrate their positive attitude towards interaction, but dependent on the existence of pre-existing experience with children with SEN, a discredit that is in line with the results of the surveys of de Boer and Munde (2014) and Vlachou et al (2016). Pre-existing interaction is an incentive to adopt positive attitudes, because parents have been promoted to coexistence, have been confronted with the disadvantages and advantages of joint study and are settled in their beliefs (Paseka & Schwab, 2020; Terzi, 2020). The non-aggressive behavior of the child with SEN was also mentioned as another condition as well as the ability to communicate with him (Bhargava & Narumanchi, 2011; Paseka & Schwab, 2020; Vlachou et al, 2016). However, the high frequency of the answer "I would not have an issue" if there was also a student with an SEN in their child's class does not allow us to interpret the intentions of the parents with certainty.

From the whole presentation of the results, we would say that the parents and specifically the mothers of the sample are in favor of inclusive education, considering that this benefits both groups of children, with or without SEN. However, they also set certain conditions to have this mostly declared positive perception, such as the existence of a special teacher, the type of the disorder (not to be severe autism or mental disability, not to be the manifestation of aggressive behavior or communication problem), while the previous experience with children with SEN contributes to their positive attitude.

The data of the present thesis cannot be generalized because of the type of method (qualitative research, therefore, a limited sample) but they show the position of parents of young children towards inclusive education and the reasons why they are positive or have reservations about the participation of children with SEN in all aspects of school life. However,

the limitations of the survey on the sample (only mothers of young children, graduates of lyceum, with children without SEN) should be taken into account in case of a future study which should include fathers, parents with children with SEN or of higher classes, etc.. Despite the limitations, the conclusions of this research would be useful to diffuse to associations of parents and primary education teachers in order to show the positive mood of mothers towards inclusive education and which factors are reinforcing (e.g., the existence of a special education teacher, the teacher's ability to manage learning and behavioral problems, opportunities for coexistence) in order to take appropriate measures. The "one school for all" should become faith and practice on the part of parents, who certainly play an important role in the school scene.

References

- Adiputra, S. (2019). Perceptions of Inclusion Education by Parents of Elementary School-Aged Children in Lampung, Indonesia. *International Journal of Instruction*, 12(1), 199-212.
- Bhargava, S., & Narumanchi, A. (2011). Perceptions of parents of typical children towards inclusive education. *Disability, CBR & Inclusive Development*, 22(1), 120-129.
- Bobota, O. (2015). *Differentiation of parents' attitudes towards the inclusion of children with disabilities*. (Unpublished Postgraduate Thesis). University of Western Macedonia, Thessaloniki.
- Cameron, D. (2017). Teacher preparation for inclusion in Norway: a study of beliefs, skills, and intended practices. *International Journal of inclusive education*, 21(10), 1028-1044.
- Creswell, J. W., & Clark, V. P. (2007). *Designing and Doing Mixed Method Research*. Thousand Oaks, CA: Sage Publications.
- Creswell, J. W. (2011). *Research in education. Design, conduct and evaluation of quantitative and qualitative research* (translation: N. Kouvarakou). Athens: Ion.
- Darais K. (2008). Relations between school and family, the teacher in the role of counselor of parents of children with peculiarities. *Review of Educational Issues*, 67(14), 163-179. Retrieved June 15, 2018 by <http://www.pi-schools.gr/download/publications/epitheorisi/teyxos14/163-179.pdf>
- de Boer, A. A., & Munde, V. S. (2015). Parental attitudes toward the inclusion of children with profound intellectual and multiple disabilities in general primary education in the Netherlands. *The Journal of Special Education*, 49(3), 179-187.
- Dimitrova- Radojichich, D.B., & Chichevska- Jovanova, N. (2014). Parents' attitudes: Inclusive education of children with disability. *International Journal of Cognitive Research in Science, Engineering and Education*, 2 (1), 13-17. Retrieved August 8, 2018, from <http://oaji.net/articles/2014/1014- 1>
- Doménech, A., & Moliner, O. (2014). Families' beliefs about inclusive education model. *Procedia-Social and Behavioral Sciences*, 116, 3286-3291.
- Epstein, J. L., & Sheldon, S. B. (2006). Moving forward: Ideas for research on school, family, and community partnerships. *SAGE handbook for research in education: Engaging ideas and enriching inquiry*, 117-138.
- Forlin, C. & Gajewski, (2017). Ethics, Equity, and Inclusive Education. *International Perspectives on Inclusive Education*, 9, 1-18.
- Georgiadou, M. (2020). *The attitudes and views of parents of children of typical development, regarding their inclusive education with children on the autism spectrum*. (Unpublished Diploma Thesis). Aristotle University, Thessaloniki.
- Georgiou, St. (2000b). *School-Family Relationship and Child Development*. Athens: Ellinika Grammata (second edition)
- Hilbert, D. (2014). Perceptions of Parents of Young Children with and without Disabilities Attending Inclusive Preschool Programs. *Journal of Education and Learning*, 3(4), 49-59.

Kalyva, E., Georgiadi, M., & Tsakiris, V. (2007). Attitudes of Greek parents of primary school children without special educational needs to inclusion. *European journal of special needs education, 22*(3), 295-305.

Kohl, G. O., Lengua, L. J. & McMahon, R. J. (2000). Parent involvement in school conceptualizing multiple dimensions and their relations with family and demographic risk factors. *Journal of school psychology, 38*(6), 501-523.

Kontopoulou, M., Tzavinikos, Th. & Tzivinikou, S. (2007) School climate in pre-school integration classes. *Proceedings of the Pan-European Conference "The European Dimension of Special Education. Emergence of another Physiognomy"*. (pp. 78-87). Thessaloniki: University Studio Press.

Miesera, S. & Gebhardt, M. (2018): Inclusive vocational schools in Canada and Germany. A comparison of vocational pre-service teachers' attitudes, self-efficacy, and experiences towards inclusive education. *European Journal of Special Needs Education, 33*(5), 707-722.

Papanikolaou, E. (2018). *Attitudes of parents of primary education students of formal development towards the integration of students with special educational needs in the general school*. (Unpublished Diploma Thesis). Hellenic Open University, Patras.

Paseka, A., & Schwab, S. (2020). Parents' attitudes towards inclusive education and their perceptions of inclusive teaching practices and resources. *European Journal of Special Needs Education, 35*(2), 254-272.

Pijl, S. J., Meijer, C. J., & Hegarty, S. (Eds.). (1997). *Inclusive education: A global agenda*. London: Psychology Press.

Robson, C. (2010). *Real-world research. A medium for social scientists and professional researchers* (translation: V. Dalakou – K. Vassilikos). Athens: Gutenberg.

Rousou, P., Syriopoulou-Delli, C. & Agalliotis, I. (2014). Views of parents with children of typical development on the educational inclusion of children with Autism Spectrum Disorder. Panhellenic Conference of Education Sciences. 20-22 June, 2014, (pp. 800-814). DOI: <http://dx.doi.org/10.12681/educ.501>

Sharma, J., & Trory, H. (2019). Parents' Attitudes to Inclusive Education: A Study Conducted in Early Years Settings in Inclusive Mainstream Schools in Bangkok, Thailand. *International Journal of Special Education, 33*(4), 877-893.

Sosu, E. M., & Rydzewska, E. (2017). "Are all beliefs equal?" investigating the nature and determinants of parental attitudinal beliefs towards educational inclusion. *Educational Studies, 43*(5), 516-532.

Soulis, S. G. (2008). *A School for All*. Athens: Gutenberg

Symeonidou, S., & Phtiaka, H. (2009). Using teachers' prior knowledge, attitudes and beliefs to develop in-service teacher education courses for inclusion. *Teaching and Teacher Education, 25*(4), 543-550.

Terzi, I. (2020). *Views of parents of students of formal development, on the educational inclusion and parallel support of students with special educational needs*. (Unpublished Diploma Thesis). University of Macedonia, Thessaloniki.

Thomidis, D. (2017). *Investigation of parents' perceptions for the inclusion of children with autism in the general school, on the island of Rhodes*. (Unpublished Diploma Thesis). University of the Aegean, Rhodes.

Tsibidaki A., (2013), Marital Relationship in Greek Families Raising a Child with Severe Disability, *Electronic Journal of Research in Educational Psychology, 11*(1), pp. 25-50.

Vlachou, A., Karadimou, S., & Koutsogeorgou, E. (2016). Exploring the views and beliefs of parents of typically developing children about inclusion and inclusive education. *Educational Research, 58*(4), 384-399.

Yamaç, A., & Aydin, A. (2014). The relations between the acceptance and childrearing attitudes of parents of children with mental disabilities. *Eurasian Journal of Educational Research, 54*, 79-98.

Zanobini, M., Viterbori, P., Garelo, V., & Camba, R. (2017). Parental satisfaction with disabled children's school inclusion in Italy. *European Journal of Special Needs Education*, 33(5), 597-614.

Zoniou-Sideri, A., & Vlachou, A. (2006). Greek teachers' belief systems about disability and inclusive education. *International journal of inclusive education*, 10(4-5), 379-394.