PERCEIVED CHALLENGES OF PARENTS OF SPECIAL CHILDREN IN INCLUSIVE EDUCATION

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Inclusive education of a special child is a permanent source of concern for a parent. The present study aimed to investigate the perceived challenges of parents of special children in inclusive education. A qualitative study was designed to explore the phenomenon of perceived challenges of parents regarding inclusive education of their special child. The sample of 6 parents (4 mothers and 2 fathers) of 6 special children enrolled in inclusive schooling was drawn using purposive sampling strategy. Semi structured interviews were conducted as the source of data collection. Conceptual content analysis (CCA) was carried out to generate the research findings. The results of the study revealed the perceived problems such as emotional coping by children and parents, expectations of parents for academics scores, lack of school support system. The findings will be helpful in the area of special education, clinical psychology and psycho education of the parents which will improve the psychological well beings of parents as well as their children.

Keywords: Inclusive Education, Parents, Perceived Challenges

In UNICEF report (2011) it was found that prevalence of disabilities is increasing 3 times more than 1990 when inclusive education system was raised to be implemented which lead to the emergence of countless efforts in this regard.

There is a pairing of philosophy and disciplinary approach under one umbrella, that all the students regardless their special needs must feel respected, confident, and should be allowed to develop their skills as much as they could in a combined school, which is in terms called inclusive education system (York-Barr, Ghere, & Sommerness, 2003). This right of a child with special needs to be enrolled in neighbourhood

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school without any purposeful distinction is itself a challenge (Bryer, Grimbeek, Beamish, & Stanley, 2004).

It has been 4 and half decades enforcing to start inclusive education for at least gifted students since 1980s in USA and Europe (Ferguson, 2008). Whereas in Pakistan it was started to implement by the force of UNICEF in 1994 which introduced the system to enrol the children in every school regardless their disabilities, since now it been a challenge to be enrolled with inclusion regardless the disabilities or special needs (Rahman, 2011).

Inclusion education was theorised under Vygotsky concept of dysontogenesis, which emphasised to focus on positive aspects and what they can do approach of the special kids in align to enrol them with other kids, which will lead them to strengthen and empower the "individual skills" rather than stress on "not doings" and make them inferior, noted to be positive differential (Rodina, 2008).

As previously described about the parenting special or gifted both nature of children is challenge itself and further their inclusion in regular schools with other children is thought to be more perplexing (Qureshi & Husain, 2012). So there is diverging approaches by parents in choosing placement for their children with special need in academic settings, most of them choose and prefer inclusive education setup whereas fewer adopt and favour individual placement approach (Groove & Fisher, 1999).

As per parental experiences DePaul (2000) reported that they are not fully black or fully white experiences rather they fluctuate from good towards bad because of their different lives contextual aspects. Further Ryndak, Stroch, & Hoppy (2008) reported the key points to choose or not to choose inclusive education to academically prosper their child might depends on the very basic demographical information like socio-economic status, parents' education, Age and most of all their previous experience of inclusive education. As the inclusive education is more considered to be enrolled in for children with special needs the parents are getting concerned about the safeguard and supportive environment (Elkins, Kraayenoored, & Jobling, 2003).

Rationale

Since prevalence of disabilities in children is increasing 3 times more than 1990's in Europe (UNICEF, 2011). Further Seneff (2015) predicted the increase in prevalence the rate of glyphosate used in crops such as half of the children may have autism by the end of 2025. This situation may lead the education system to promote inclusive education

for the sake betterment of a normal society. Farooq (2012) reported the general educational problems faced by students with special needs and declared that general schools are better for these students despite of special education schools if problems are tackled appropriately. The challenges reported by Ashraf and Fatima (2015) regarding inclusive education were such as lack of training of the teachers for deaf and dumb students in inclusive education, lack of assistive devices. On the other side Basu and Basu (2015) reported certain policy drawbacks for making inclusive education work. In parental level there are some problems and challenges coming up in the way of inclusive education. In this regard this research will point out the challenges faced by the parents so that the issues could be highlighted and then resolved to cope with problematic issues.

Objectives

The core objectives of the study were to investigate:

1. The problems and challenges coming up in the path of educating a special child in inclusive educational system.

2. The positive and negative experiences (regarding emotional problems, academics, support from school in providing special needs) of parents regarding educating their child with special needs in inclusive education.

3. Elaboration by parents for basic current special needs of the child regarding their education.

Research Questions

After in-depth study of literature these research questions were developed:

1. What are the problems and challenges faced by parents while educating their child with special needs in inclusive educational system?

The sub-questions were also derived from literature to be answered by this study are:

2. What are the emotional problems coming up to the child with special needs while educating in inclusive education and how these have been resolved by the parents and school?

3. What are the problems faced by parents regarding their child's academics?

4. How has school been supporting the child with special needs in inclusive educational program?

5. What are the basic current special needs of the child regarding their education? And how these can be fulfilled?

Method

Research Design

The research used qualitative approach for investigating the phenomenon of the perception of parents regarding challenges coming up while mainstreaming their special kids. This approach was preferred because it allows studying the depth of the phenomenon as they experience good and bad and neutral events in combination. This study aims to unearth the whole perception regarding their kids going to a special school or inclusive school for this purpose qualitative study was best approach to attain.

Sample

Selection of participants was based on purposive sampling technique as per demands of this research. The parents took participation in the research, willing to describe their experiences about mainstreaming their child and its related problems freely. The recommended sample size for a qualitative research is minimum 3 and maximum 10 subjects. In this research 4 mothers and 2 fathers were interviewed about their experiences regarding the inclusive education of a special child. All the parents had one child with special needs getting education from schools that provide inclusive education. These children were enrolled in classes from class one to fifth, (primary level) in a private mainstream schools. Kids' age, their parents' age and demographics were given in appendices.

Table 1
Description of Sample (N=6)

Kid No.	Kid's Age (years)	Kid's Education	Kid's Diagnoses	Parents' Age (years)	Parents' Education
1	6	Nursery	Dysgraphia	40	FA
2	12	Grade 5th	Learning Disability	35	FA
3	5	Nursery	Down Syndrome	36	BA
4	9	Prep 2	Brain Damage	38	Middle
5	5	Nursery	Developmental Delay	35	FA
6	8	Grade 2nd	Autistic	41	Masters

Assessment Measure

The instrument used for the data collection was a semi structured interview. This interview contained basic 6 questions which were formatted after a pilot study from 2 clinical psychologists working with special kids, 2 special education teachers dealing in a mainstream school and one parent couple. So that the in-depth semi structured interviews included main six questions about child's 1) problem and symptoms of the child, 2) current placement getting education from, 3) how do you deal with emotional problems of the child, 4) how is academic report and what are the expectations, 5) how does the school support and fulfil the special needs and the last question to summarize was 6 what are the current needs of your child and are these fulfilled. Interviews were taken after allocation of separated rooms, by the school administration, which were well lightened, airy, quiet and free of distraction for parents. It took duration of 45 to 60 minutes to complete the interview.

Procedure

For the collection of data and in-depth information the parents were contacted through a special school, which was providing coaching to the child with special needs in inclusive education. Interviews were semi structured by preparation of use empathic language, consent form including all the information and further interview protocols were also kept in view so that no extraneous variables can be controlled to intervene the information provided by the parents. The interviews were recorded on a paper with maximum assurance of being opacity of

verbatim and then gathered on tables with following columns 1.verbatim, 2.themes and 3.categories for data analysis.

Ethical Considerations

Permission letters from concerned authorities (special schools) were signed. Research ethics were maintained by signing consent form by each parent and the researcher, in which they were informed about the nature of the research and given assurance of the information not to be used by any other purpose than educational research. It was being assured that the research will be free from any psychological and physical harm regarding child or parents. Further it was assured that they can leave the research with exclusion of the information they provided about their experiences from research, whenever they feel threatened by any factor. The identity of each child was also guaranteed to be shown as anonymous, to make sure the research doesn't spoil their privacy content.

Data Analysis

Data were collected through recording notes, which was transcribed manually first as quick memos and then rewritten as reflective journal notes which was done within the week of interviewing. The initial reading was to seek the overarching meanings of the thick data collected through interviews. During the subsequent readings, details regarding content and issues were searched for. This process continued till finally the data were organized and reorganized into common patterns, themes and categories till it collapsed into common categories and themes following Menen's thematic analysis (Menen, 1998).

Results

Conceptual Content Analysis (CCA) has been used to explore participant's subjective perceived challenges regarding their special children. Common themes among all interviews were derived. The themes which were found common among all interviews were identified so that over lapping of constructs may be identified. According to these overlapping constructs primary and secondary categories were generated. Conceptual Content Analysis was carried out by following steps. First of all recorded interview was transcribed and transcripts of other were prepared. Margin was drawn at the side of the page to identify the interesting or relevant themes. The themes of different types of information which were identified in the margins were listed at separate

page. The linked themes were listed under central categories. Once all the transcript data was categorized into central and sub categories the frequencies of each subcategory was taken and reported.

The interviews of the parents were really vocal and research friendly as they did not show any reluctance to answer the research questions. Furthermore they openly vocalize their true opinion regarding their children because by all mean it was in the interest of their own children. Research Findings of the study can be categories into 5 different categories because the interviews were enriched with multidimensional information. These categories were named as Emotional Issues, Academic performance, school support for providing special needs and current special needs of the child under the umbrella of perceived challenges of parents with special needs. Details are given below.

Table 1

List of Primary and Secondary Themes

Central Categories	Sub Categories	*f*
Emotional problems		
	Favoritism	2
	Emotional Dependency	1
	Need for Approval	1
	lack of company	2
	Need for freedom	1
Academics Performance		
	Failure in Exams/Achievements	2
	Writing issues	3
	Poor Memory	1
	Lengthy syllabus	1
	Picking Issue	1
	Attention deficit	2
	Regression	3
	Lack of interest	1
	Reading issues	1
Support at School		
	Supportive teachers	4
	Interaction between parents and teachers	2
	Interaction between parents and fellows	2
	Psycho education of teachers	1
	Ignore	1
	Transition of environment	1

Table 1
List of Primary and Secondary Themes

Central Categories	Sub Categories	*f*
	Separate sessions	2
	Deals with affection	2
	Syllabus reduction	1
	Supportive fellows	2
	Extra coaching	1
Current areas of special need		
	Insufficient time	1
	Ignorance	1
	Handling issue	1
	Writing issues	3
	Behavioral Issues	2
	Socialization	2
	Manners	2
	Over Demanded	2
	Dependency	2
	Stubbornness	3
	Aggression	2
	Reading Issues	1

Interpretation

Emotional problems. The first major category which has been generated through interviews was the emotional problems of the children. In this regards favoritism   in toys (attachment to specific toy) and persons was shown by the children.

Table 2
Exemplifying Verbatim with Theme Elaboration

Themes	**Verbatim**	**P#**
Favoritism (Attachment)	کھلونوں تک میں favoritism کرتا ہے۔	P2
	ہر چیز میں favoritism کرتی ہے لوگوں میں اور چیزوں میں بھی۔	P3

Note. P# = Parent Number

Furthermore they were emotional dependent on their family while two of them reported concerns of lack of company at home and need for freedom and independence to do daily house chores and activities.

Table 3

Exemplifying Verbatim with Theme Elaboration

Themes	Verbatim	P#
Need for Approval	جو کام بھی کرتی ہے مجھے بار بار دیکھتی ہے کہ میں ہوں یا نہیں۔	P3
Emotional dependence	ابھی تک اس کو سارے کام خود ہی کرواتی ہوں اس کا ہر کام میں خیال رکھنا پڑتا ہے۔	P4
Lack of company	گھر میں اس کا کوئی ہم عمر نہیں ہے شاید اس لیے اسے مسئلہ ہوتا ہے۔	P2
Lack of company	گھر میں اس کے پاس company نہیں ہے۔	P5
Need for freedom	گھر میں بہت گھٹن محسوس کرتا ہے کہتا ہے یہاں بہت پابندیاں ہیں۔	P5

Note. P# = Parent Number

Academics performance. Another theme which was generated through analysis was Academics performance. Parents were requested to report their academic progress at school. In this cluster problem of failure in exams was reported by two parents.

Table 4

Exemplifying Verbatim with Theme Elaboration

Themes	Verbatim	P#
Failure in Exams	یہ امتحان میں کامیاب نہیں ہو سکا۔	P1
Failure in Exams	یہ ان کے ساتھ نہیں چل رہی ٹیسٹ میں رہ جاتی ہے۔	P4

Note. P# = Parent Number

Furthermore writing and reading problems were seen in regard of their academic progress which are key mile stones of basic learning.

Table 5

Exemplifying Verbatim with Theme Elaboration

Themes	Verbatim	P#
Writing Issue	Oral میں ٹھیک ہیں مگر لکھنے میں رہ جاتا ہے۔	P1
Writing Issue	اسے writing میں problem ہے۔	P2
Writing Issue	صرف writing کا مسئلہ ہے۔	P3
Reading Issue	Oral کام میں پھنس جاتا ہے۔	P6

Note. P# = Parent Number

Moreover parents are concerned about their poor memory, picking power and greater than all is the lengthy syllabus. They have told that their children are incapable to complete the course requirements of the school with normal children. There must be some mechanism for their children so that they can cope with the demands of the time.

Table 6

Exemplifying Verbatim with Theme Elaboration

Themes	Verbatim	P#
Picking Issue	picking کا مسئلہ ہے	P1
Poor Memory	آج ایک چیز یاد کی ہے تو کل بھول جائے گا۔	P1
Lengthy syllabus	اتنا lengthy syllabus پڑھنا مشکل ہے۔	P1

Note. P# = Parent Number

As it has already been reported that children are facing problems of attention deficit and regression under the categories of behavioral issues and symptoms respectively. These both areas are interfering in their academic performance.

Table 7

Exemplifying Verbatim with Theme Elaboration

Themes	Verbatim	P#
Attention deficit	کسی ایک جگہ تک کر نہیں بیٹھتا تھا۔	P2
Attention deficit	اس سے کہتی ہوں پڑھنے کی طرف دھیان لگائے مگر یہ دیر توجہ نہیں دے سکتی۔	P4
Regression	جب یہ عام جملے بنا لیتا تھا اس کی regress speech ہو گئی۔	P1
Regression	اب وہیں ہے جہاں پہلے تھی۔	P4
Regression	He started to lose words and those he used would not always be contextually correct.	P5

Note. P# = Parent Number

One of the parent reported that her daughter is lacking in the interest of study. Mother said that she is more focused toward play activities, clothing and toys but she was studying against the will of her own.

Table 8

Exemplifying Verbatim with Theme Elaboration

Themes	Verbatim	P#
Lack of interest	میں چاہتی ہوں یہ پڑھے مگر اس کے interests اور ہیں۔	P4

Note. P# = Parent Number

Support at school. Without the supportive role of school staff and administration the achievement of the children is not at all possible. Most of the parents gave positive opinion regarding the support of the school.

Table 9

Exemplifying Verbatim with Theme Elaboration

Themes	Verbatim	P#
Supportive Teachers	سکول میں اسے سب لوگ support کرتے ہیں۔	P1
Supportive Teachers	سکول کا ماحول بہت Supportive ہے۔	P2
Supportive Teachers	سکول کے سب لوگ بہت ہی helping ہیں۔	P3
Supportive Teachers	یہ ہر وقت teachers کی supervision میں رہتا ہے۔	P6
Psycho Education	میں اس کی ٹیچر سے مل کر اُسے psychoeducate کرتی رہتی ہوں	P6

Note. P# = Parent Number

Furthermore even the fellow beings of the children showed good behavior to them and provide emotional and educational help. It is because of the psycho education of the teachers as they told them to behave gently with their special fellows.

Table 10

Exemplifying Verbatim with Theme Elaboration

Themes	Verbatim	P#
Supportive fellows	اس کے دوست اس سے بہت پیار سے پیش آتے ہیں میں ان سب کو جانتی ہوں۔	P1
Supportive fellows	بچے بھی اچھی طرح رہتے ہیں۔	P6
Interaction between fellow and Parents	میں اس کے دوستوں سے off time میں ملتی رہتی ہوں تا کہ ان کی دوستی ہو جائے۔ ان کے لئے کھانا بھی بنا کر لے جاتی ہوں	P1
Interaction between fellow and Parents	اس کے class fellows کی mothers سے ملتی ہوں کہ ان کو مل کر کہیں picknick پر لے جائیں۔	P6

Note. P# = Parent Number

Parents seemed satisfied with the role of their teachers as they reported school arranged many parent teachers meeting. There was interaction between parents and teacher. Even parents are allowed to interact with other children of the class so that parent could create suitable environment for their children.

Table 11

Exemplifying Verbatim with Theme Elaboration

Themes	Verbatim	P#
Interaction between parents and teachers	میرا اس کی Teachers سے رابطہ رہتا ہے۔	P1
Supportive role of teachers	Teachers اس کی favor کرتے ہیں۔	P2
Interaction between parents and teachers	اس کی Teachers اور principle سے میں ملتی رہتی ہوں۔	P3

Note. P# = Parent Number

With the reference of supportive role of school it was reported that although their children confront with different behavioral problems but most of the time teachers ignore their behaviors. In case child fails to maintain good behavior then teachers prefer transition of the environment and arrange one on one session until the behavior got settled. All staff dealt them with love and affection

Table 12

Exemplifying Verbatim with Theme Elaboration

Themes	Verbatim	P#
Ignore	teachers اس کی favor کرتے ہیں اور اسے ignore کر دیتے ہیں۔	P2
Transition of environment	جب کچھ ایسا کر جو ٹھیک نا ہو تو اس کا enviornment تبدیل کر دیتے ہیں	P2
Separate sessions	اس کے لیے arrange one on one session کرتے ہیں۔	P2
Deals with affection	اس کو سب پیار سے Deal کرتے ہیں۔	P3

Note. P# = Parent Number

Learning with normal children and working on their pace is a great deal for special child so school administration allowed the syllabus reduction but this is only in case of one parent. Extra coaching was also being provided by schools.

Table 13

Exemplifying Verbatim with Theme Elaboration

Themes	Verbatim	P#
Syllabus reduction	اس کے سکول والوں نے syllabus کم کر دیا ہے	P4
Extra coaching	Any area that he is showing a weakness they will do extra work one on one.	P5

Note. P# = Parent Number

Current areas of special needs. The final category deals in the areas of need reported by the parents. They reported multiple types of needs such as 11 subcategories were generated under the umbrella of needs. Parents views that the time provided at school is insufficient for their children and in the class of too many students they suffer with ignorance because it is not possible for a teacher to provide good quality of time. Moreover they are not professional trained to handle such students.

Table 14

Exemplifying Verbatim with Theme Elaboration

Themes	Verbatim	P#
Insufficient time	اسے جو وقت دیا جاتا ہے وہ اس کے لیے کافی نہیں ہے۔	P1
Ignored	بہت بچے ہوتے ہیں اس لیے ممکن نہیں کہ اسے ہر وقت attend کیا جائے۔	P1
Handling Issue	اس کے لئے کوئی خاص handling نہیں ہیں	P1

Note. P# = Parent Number

Writing and reading are also source of concern for the parents because without achieving these goals one cannot move further.

Table 15

Exemplifying Verbatim with Theme Elaboration

Themes	Verbatim	P#
Writing Issue	Oral میں ٹھیک ہیں مگر لکھنے میں رہ جاتا ہے۔	P1
Writing Issue	اسے writing میں problem ہے۔	P2
Writing Issue	صرف writing کا مسئلہ ہے۔	P3
Reading Issue	Oral کام میں پھنس جاتا ہے۔	P6

Note. P# = Parent Number

At school there is no facility of counseling for behavioral issues so children are confronting these sort of issues such a bad manners, aggression and stubbornness.

Table 16
Exemplifying Verbatim with Theme Elaboration

Themes	Verbatim	P#
Stubbornness	جس کام سے انکار کر دے وہ دوبارہ نہیں کر تاضدی ہوگیا ہے۔	P2
Stubbornness	بہت ضدی ہوگئی ہے جو نہیں کر نا وہ بالکل نہیں کرتی۔	P3
Stubbornness	بہت زیادہ ضدی ہے۔	P6
Aggression	کوئی تنگ کرے توغصہ کرتی ہے۔	P4
Aggression	غصے میں چھری سے خود کو کاٹتی ہے۔	P3
Behavioral Issues	کوئی زبر دستی کرے تو بد تمیزی کرتا ہے۔	P2

Note. P# = Parent Number

Even after becoming the part of day to day interactive life some of them were still facing the problem of being social. 2 out of 6 parents reported their feelings in this regard.

Table 17
Exemplifying Verbatim with Theme Elaboration

Themes	Verbatim	P#
Socialization	گروپ میں دوسرے بچوں کے ساتھ کام نہیں کر سکتا۔	P2
Socialization	He only struggles now with social skills.	P5

Note. P# = Parent Number

Other areas of need were over demanding and being independent. Two out of six parents said that their children were still dependent on them and wanted to do only what they wants in any case as they said.

Table 18
Exemplifying Verbatim with Theme Elaboration

Themes	Verbatim	P#
Over Demanded	ہر کام میں اپنی مرضی کرنا چاہتا ہے۔	P2
Problem of being Independent	یہ ہر کام لے لیے میری مدد مانگتی ہے۔	P3

Table 18
Exemplifying Verbatim with Theme Elaboration

Themes	Verbatim	P#
Problem of being Independent	میں ہی اس ک سارے کام کرتی ہوں۔	P4

Note. P# = Parent Number

Discussion

The review of the results revealed that the parents of special children in inclusive education hold mixed responses regarding their perceived challenges toward the inclusion of their special children with typical regular students. Parents listed the perceived challenges such as emotional problems, academic performance, and support at school from Teachers and Peer and current areas of needs as a source of concern regarding their children with special needs.

On a quarry about child`s emotional problems parents reported child`s emotional dependence on their family, lack of peer group company at home, need for freedom and independence to do daily house chores and activities and favoritism in toys. The identification of the emotional problem alongside highlighted the reasons of the issue itself such as some parents reported that their children are lacking the peer group company at home so they are unaware how they are expected to behave emotionally at school and as a result they showed dependence on other and after good rapport building they do favoritism in that particular person who facilitate him or her.

The previous research helped to answer these question such as children with special needs in regular schools have relatively more difficulty in participating socially in regular educational programs designed for them because these children are less accepted by their peers, have fewer friendships and are less part of a network in class compared to their typically developing peers because due to their behavioral issues such as stubbornness the children were facing the problem of acceptance (Bramston, Bruggerman, & Pretty 2002; Kuhne & Wiener 2000; Mare & Ronde 2000; Pijl, Frostad, & Flem 2008; Soresi & Nota 2000) but why these children face difficulty in initiating and maintaining relationship with peers and friends are not so clear. Acceptance aspects, such as the attitudes of parents of typically developing students seem likely to play a key role in their social growth (Katz & Chamiel 1989).

Furthermore parents showed their concern regarding academic performance of the special children. Academic performance was a basic

purpose of parents if they are making their special children indulge in inclusive education. Parents reported failure in exams/achievements, writing issues, poor memory, lengthy syllabus, picking issue, attention deficit, and regression in learned material, lack of interest in studies, and reading issues under umbrella of academic concerns.

These were the general concerns of the parents because research participants were diagnosed with the range of childhood psychological disorder such as dysgraphia, Down syndrome, brain damaged, learning disability and delayed development. Most of them are the clinical features of the diagnosed disorders such as brain damaged faces the problem of retention and regression of learned material (Albensi & Janigro, 2003). These types of concerns are evident in these types of psychological diagnosis. Existing body of research provided the rationale of the problem by saying that the parental involvement in the inclusive education is a most overwhelming key to a child's academic success (Wright, & Wright, 2006) but sometimes parents fail to maintain proper involvement with their children in their academics due to different barriers such as communication problems (Harry, 1991)، cultural differences (Kalyanpur & Harry, 1999)، the differences in school and parental knowledge (Harry, 1999)، the frequently disconnected/ intimidating nature of the school (First, 1995) and the educational level of the child (Hickman, Greenwood & Miller, 1995). If parents fail to do proper involvement in inclusive set up of a child then the academic performance is likely to be hurt.

The third primary theme of the research was the supportive role of the school. Fortunately all parents showed positive responses toward the administration of the school as well as the role of concerned teacher. The school administration is in close contact with the parents, there are regular interactions between teachers and parents regarding behavioral issues of the children and teachers also arrange interactive meetings between parents of special children and their fellow beings at school for their social development. Furthermore parents showed their positive responses toward the administration in regards of teacher`s psycho education, and the techniques to deal with their special children in case of behavioral problems such as teachers use transition of environment if a child faces any problem, deals child with affection, and ignore their little mischiefs if child fails to behave in the certain situation properly. In response to their academic achievement and relative role of the school the parents showed mixed responses such as in cluster of positive responses separate sessions, syllabus reduction and extra coaching was reported by

parents while rest of them reported some areas of needs which are supposed to be fulfilled.

The positive responses of the parents regarding information sharing between parents and teachers in behavioral issues are use full for the academic achievement of their special children. According to the recent research in the field of neurosciences the communication between parents and teachers has great impact on the learning of a child. Basically it is the environment which affects the learning of the child. In case a child fails to maintain his or her basic needs such as sleep, nutrition and social needs the brains capacity to make neural connections is diminished (OECD, 2007). Furthermore the emotional regulation also affects the learning of a child (OECD, 2007). Likewise if child`s home and school environment are calming there are more chances to show better progress in academics. All of this might be possible only if a teacher and a parent of a special child remain in contact with each other and discussed his or her activities at school as well as at home. It will provide better understanding of the specific behaviors showed by the special child (Schussler, 2003).

Along with emotional problems, academic concerns and role of school administration the parents were asked to report the current areas of the need of their special children. The responses related to current areas of need can be further categories into concerns related to behavior, (socialization, manners, over demanded, need to be independent, stubbornness, and aggression), academics (writing issues, and reading issue) and the role of school administration (Insufficient time, Ignorance, Handling issue). As far as the behavioral issues are concerned these are the life time process for a special child. Basically getting indulge in inclusive education with regular students in a difficult task for a child with mental disability (Scholte, 2008). The good sign is the involvement of the parents and teacher regarding their behavioral issues. Although there are barriers to make parents a part of inclusive education but even then both are trying to make better understanding.

Conclusion

In the light of above results and interviews it can be concluded that parents of the special children and now able to understand the problems of their children and are very much open to make them the part of inclusive educational system. These children are being eventually accepted by their family and they are moving on to their healthy supportive life. Although parents showed their concerns in reference to

the schooling and children are also suffering with multiple issues but even after that they are struggling ahead.

Limitations and Suggestions

- Current empirical work comprises the information perceived by parents using 5 research questions, having different disorders. Which limits the elaboration of challenges and problems to the general level, whereas the problem solving needs more specific information, so it is suggested to notify the specific disorder of the sample to be particular.
- The present study containing qualitative information for numeric and concise information quantitative study is suggested to identify the big picture background.

Implications

- Since current study gathers information about challenges faced by parents of students with special needs in inclusive education it has implications in education department, field of educational psychology, special education and developmental psychology. Further it has implications in research department as qualitative is the 1st source in opening gate of information.

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