

**Parents' Experience of Their Children with Special Educational Needs in a
Mainstream School in Nur-Sultan.**

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Dear Mereke Mergalimova,

This letter now confirms that your research project entitled:

Parent's experience of their children with Special Education Needs in a mainstream school in Nur-Sultan

has been approved by the Graduate School of Education Ethics Committee of Nazarbayev University.

You may proceed with contacting your preferred research site and commencing your participant recruitment strategy.

Yours sincerely

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**Parents' Experience of Their Children with Special Educational Needs in a
Mainstream School in Nur-Sultan.**

Abstract

The purpose of this study was to explore parents' perceptions about inclusion of their children with special educational needs in local schools. In Kazakhstan, the idea of inclusive education is quite new and its actual implementation continues to evolve. School leaders and educators have conflicting opinions as to whether children with special educational needs should be given the opportunity to study in mainstream schools alongside their peers. As a result, parents of SEN children often find it extremely challenging to find a mainstream school that is willing to enroll their children. This qualitative study used semi-structured interviews to examine the experiences of parents with SEN children in terms of educational access and equity. Data was collected from six parents using a narrative approach in order to get an in-depth understanding of their experiences and challenges with the school system in one city. The data was analyzed according to common themes. The findings showed that parents' perceptions about inclusion of their children were affected by several factors. The data that was collected from the interviews revealed that school support, community understanding, and special services offered in schools have an impact on the decision of parents about inclusion in mainstream schools or to make the decision to have them in a separate special school. In general, most parents were grateful to have their children in schools with inclusive conditions, such as inclusive resource rooms and individual educational programs. The only thing that challenged parents is collaboration with main school stakeholders and teachers' level of readiness to accept the children in classrooms. This resulted in parents' negative perception about inclusion in schools. This study has the potential to further inform educational policy, school stakeholders on how to best work with and support families who have a special needs child.

Key words: inclusive education, inclusion, parents of children with special needs, parents' experiences, mainstream schools, Nur-Sultan.

**Опыт родителей детей с особыми образовательными потребностями в
общеобразовательных школах в городе Нур-Султане.**

Аннотация

Цель этого исследования состояла в том, чтобы изучить представления родителей детей со специальными образовательными потребностями в местных школах. В Казахстане идея инклюзивного образования является довольно новой, и ее фактическая реализация продолжает развиваться. Руководители школ и педагоги имеют противоречивые мнения относительно того, следует ли предоставлять детям с особыми образовательными потребностями возможность учиться в обычных школах вместе со своими сверстниками. В результате, родители детей с особыми образовательными потребностями часто находят чрезвычайно сложным найти обычную школу, которая принимает детей с особыми образовательными потребностями. В этом качественном исследовании использовались полуструктурированное интервью для изучения опыта родителей с детьми со специальными возможностями с точки зрения доступа к образованию и равенства. Данные были собраны от шести родителей, используя повествовательный подход, чтобы глубже понять их опыт и проблемы со школьной системой в одном городе. Также, данные были проанализированы в соответствии с общими темами. Результаты показали, что на восприятие родителей относительно включения их детей влияло несколько факторов. Среди таких факторов, как поддержка со стороны школы, общественное понимание и специальные услуги, предлагаемые в школах, влияют на решение родителей о включении детей в общеобразовательные школы или на решение о том, чтобы дети обучались в отдельной специализированной школе. В целом, большинство родителей были благодарны за то, что их дети были в школах с инклюзивными условиями, такими как

инклюзивные ресурсные центры и индивидуальные образовательные программы. Единственное, что подвергало сомнению родителей - это сотрудничество с основными заинтересованными сторонами в школе и уровень готовности учителей принять детей со специальными возможностями в классах. Это привело к тому, что родители негативно восприняли включение в школы. Данное исследование имеет потенциал для дальнейшего информирования образовательной политики, заинтересованных сторон школы о том, как наилучшим образом работать и поддерживать семьи, у которых есть ребенок с особыми образовательными потребностями.

Ключевые слова: инклюзивное образование, инклюзивность, родители детей с особыми потребностями, опыт родителей, общеобразовательные школы, Нур-Султан.

Нұр-Сұлтан қаласындағы жалпы білім беретін мектептердегі ерекше білім беру қажеттіліктері бар балалардың ата-аналарының тәжірибесі.

Аңдатпа

Бұл зерттеудің мақсаты жергілікті мектептерде арнайы білім беру қажеттіліктері бар балалардың ата-аналарының идеяларын зерттеу болды. Қазақстанда инклюзивті білім беру идеясы жаңа болып табылады және оның нақты іске асырылуы дамуын жалғастыруда. Мектеп басшылары мен мұғалімдер ерекше білім беру қажеттіліктері бар балаларға құрдастарымен бірге қарапайым мектептерде оқуға мүмкіндік беру керек пе деген пікірге қайшы келеді. Нәтижесінде ерекше білім беру қажеттіліктері бар балалардың ата-аналары ерекше білім беру қажеттіліктері бар балаларды қабылдайтын қарапайым мектепті табу өте қиын болды. Бұл сапалы зерттеу ата-аналардың білімі мен теңдігі тұрғысынан арнайы мүмкіндіктері бар балалармен тәжірибесін зерттеу үшін жартылай құрылымды сұхбатты қолданды. Деректер алты ата-анадан бір қаладағы мектеп жүйесінің тәжірибесі мен проблемаларын тереңірек түсіну үшін баяндау тәсілін қолдана отырып жиналды. Сондай-ақ, деректер жалпы тақырыптарға сәйкес талданды. Нәтижелер ата-аналардың балаларының қосылуына қатысты қабылдауына бірнеше факторлар әсер еткенін көрсетті. Мектептегі қолдау, қоғамдық түсіністік және мектептерде ұсынылатын арнайы қызметтер сияқты факторлардың ішінде ата-аналардың балаларды жалпы білім беретін мектептерге қосу туралы шешіміне немесе балалардың жеке мамандандырылған мектепте білім алу туралы шешіміне әсер етеді. Жалпы, ата-аналардың көпшілігі балаларының инклюзивті ресурстық орталықтар және жеке білім беру бағдарламалары сияқты инклюзивті жағдайдағы мектептерде болғаны үшін риза болды. Ата - аналарға күмән келтірген жалғыз

нәрсе-мектептегі негізгі мүдделі тараптармен ынтымақтастық және мұғалімдердің сыныптарда арнайы мүмкіндіктері бар балаларды қабылдауға дайындық деңгейі. Бұл ата-аналар мектепке қосылуды теріс қабыл қабылдауға әкелді. Бұл зерттеу білім беру саясатын, мектептің мүдделі тараптарын ерекше білім беру қажеттіліктері бар балалары бар отбасыларды қалай жақсы жұмыс істеуге және қолдауға болатындығы туралы одан әрі ақпараттандыру үшін әлеуетке ие.

Түйін сөздер: инклюзивті білім беру, инклюзивтілік, ерекше қажеттіліктері бар балалардың ата-аналары, ата-аналардың тәжірибесі, жалпы білім беретін мектептер, Нұр-Сұлтан.

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**Parent's Experience of Their Children with Special Educational Needs in a
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Chapter 1. Introduction

This first chapter introduces the research background on the study of parental perceptions in the education of children with special educational needs in schools. The chapter discusses the background information about the topic. It presents the research questions regarding what is parental experiences of inclusion of their children in schools as well as personal experiences of raising SEN children. Finally , it shows the central phenomenon of the study and the outline of the study.

Background of the study

It is well known that there are a variety of barriers that children with special needs face in terms of not only life in general, but in participating in different educational institutions as well. "Special needs" is an all-encompassing term that can refer to children who have either physical, behavioral, emotional, developmental, or sensory impairments or other disabilities. Depending on the severity of the special needs of the child, there is often a question of whether or not to keep a special needs child in a specific special education classroom versus "mainstreaming" or engaging in an inclusive educational model.

Inclusion of children with SEN is not tend to focus only on the placement of children in school settings but also how inclusion is perceived by main stakeholders. From the perspective of this study , parents' engagement in education is important to perceive how parental-school partnerships exist, and what social norms are encompassed in their lived areas. Sukys, Deenciene & Laphiene (2015) revealed that parents' involvement is likely to happen when parent-teacher relationship is equal. Comparing the two sides of parental involvement at home or school, the authors revealed that more parents chose to be

involved in children's education at home rather than to be involved in child's education at school. This explains that parents have better relationships with teachers if school provides necessary support for their children with special needs. In addition, Yang, Lui, Sin & Forlin (2016) report that perceived social norms and knowledge about a particular disability may influence the opinion regarding education of children with special needs at school. Perceived social opinion about the disability prevents parents from being involved in the education of their children. Also, Lapham & Papikyan (2012) state that when there is perceived stigma, parents are afraid to admit that their children need help with parents refusing to take their children to schools thus preferring to keep their children at home. Also, parents of students with special educational needs feel that their children receive more attention and more chances of success and obtaining academic knowledge in special schools rather than in an inclusive model of education.

Parents of special needs children may have unique experiences in raising their children that differ from the experiences that parents of non-special needs children may have. To be sure, having and raising a child is a life changing and altering experience and even more so when the child has special needs. This thesis will provide an in-depth exploration of the experiences of parents of children with special needs in order to more fully realize the process by which they engage in the culture of parenthood and advocacy for their children.

Problem Statement

Sukys et al. (2015) in the study about investigation of parental involvement of children with Special Educational Needs who receive schooling in an inclusive educational setting reported that parents who receive help from the school have stronger perception and better understanding how they can contribute to their child's development. Through the pursuit of better relationships and a common goal with school stakeholders,

parents' skills and knowledge will increase. Also, this is vital to increase social education control of parents and prevent the exclusion of children with Special Needs from schools. However, it is yet to be proven if parent involvement in schooling encourages children's development and to yield positive outcomes.

The Government of Kazakhstan has committed the legislation that children with special needs should have access to education in 70% of mainstream schools in 2020 ("Development of Strategic Directions for Education Reforms in Kazakhstan for 2015-2020", 2014). However this process is going to be slow and it is still developing. Besides having the law around inclusion, it is also important to have a positive school environment that provides children with the opportunity to study equally with others. Therefore, parents have different perceptions about inclusion based on their experiences. As it is mentioned in the article "On the margins. Education for children with disabilities in Kazakhstan" (2019) while parents express gratitude to have children in schools, some parents prefer to be segregated. If there is a question about the quality of education, even if at school with inclusive resource rooms and programs, the parents cannot say that inclusion really exists, however home education does not provide them with a quality education. Parents' perceptions regarding educating their special education needs children in regular schools need to be further explored.

Purpose of the Study

The purpose of this study is to gather information on the emotions, feelings, and experiences of parents whose children have special education needs. This study seeks to understand the ways parents experience the inclusion of their children in the school system as well as understand their experiences in raising a child with special education needs.

Research Questions

The following questions guide this study:

1. What experiences related to child's education do parents of children with special education needs have?

2. What are the personal experiences in child rearing for parents of children with special education needs?

Central Phenomenon of this Study

Central phenomenon of this study is parents' experience about inclusion of their children in school as parents are major gatherers of information to present how different factors matter in a child's well-being in schools. In order to explain the research aims and questions we identify the perceptions of parents of children with special needs in an inclusive school. Parents' opinions about child development, beliefs and experiences constitute specific construction of the parent role. Whitaker's study highlights that parental involvement can be the reason that influences in child's education (cited in Lapham & Papikyan, 2012). Furthermore, according to Bennett (2012) sources that are dedicated to the importance of parental participation are the nature of each family and the degree of children's diagnosis affect how parents feel about inclusion and their degree of involvement in the child's education.

Significance of the Study

Using narrative methods of research will assist in discovering and understanding parental perceptions about inclusive education of those who are currently receiving inclusive conditions in mainstream schools. Parent satisfaction with school education will prevent the exclusion of children and the choice to keep their children at home. This study is important as parents with special needs children often feel discriminated against and do not have knowledge of the services that are available to them. In addition, this study will inform schools how to continue to develop inclusive practices and explore strategy regarding inclusion of students with special needs.

Outline of the Study

The thesis considers the investigation of the concept of inclusion of children with SEN from parents' perspectives in mainstream schools in Kazakhstan. The paper is divided into several sections that present the concept and its factors that affect SEN children's well-being in schools from the perspective of their parents. Chapter 2 is the literature review of the thesis, that contributes to exploring the literature around this topic. Chapter 3 is methodology which includes methods of data collection , rationale of the choice of research design and sample description. Chapter 4 presents the interview findings with discussions which are presented in Chapter 5. Chapter 6 concludes the study with recommendations and conclusions for the current study.

Chapter 2. Literature Review

Numerous studies explore parents' perspectives of their children with special needs in schools, and many of these parents indicate the significance of parental involvement in education (Sukys et al , 2015; Lapham & Papikyan, 2012; Bennett, 2012). The purpose of this study is to understand parents' experience with inclusion of their children with special education needs to explore benefits of inclusion and barriers towards its implementation in schools. Furthermore, the study gathers information on the parents' emotions, feelings and beliefs in raising a child with special needs.

The current chapter presents literature review on the exploration of parental perspectives on the education of their children. This reflects the problem of choice about educational settings (inclusive schools or correctional schools), participation in decision-making, and their shaped hopes and values about the future of their children.

It starts with a discussion of the conceptual framework and is followed by a critical analysis of the presented topics. The following research topics are discussed to provide relevant rationale for the: (a) Bronfenbrenner's Ecological System Theory; (b) Parents' perceptions about inclusive educational settings; (c) Barriers toward inclusion of children with special needs; (d) Partnership between parents and school stakeholders; and (e) Parents' beliefs and hopes about children with special needs.

Bronfenbrenner's Ecological System Theory

Bronfenbrenner's (1977) ecological paradigm recognizes the importance of diverse contexts for child development. Bronfenbrenner (1994) reports that an understanding of human development is coming from interpretation of the whole ecological system in which the human develops. The researcher characterizes human development within the ecological system's theory that constitutes relationships between the development of the individual with its changing environments. The model reveals five layers of interactions 1)

Microsystem, 2) *Mesosystem*, 3) *Exosystem*, 4) *Macrosystem*, and 5) *Chronosystem*, which are presented in *Figure 1*.

Layer 1: The *Microsystem* is a person's primary surroundings. In this environmental system, a person can influence or be influenced by other individuals. A person's socially and biologically influenced characteristics (such as habits, behaviors) affect characteristics of their partners too (Shaffer & Kipp, 2010).

Layer 2: The *Mesosystem* comprises settings that contain the developing person. As an example of this, Bronfenbrenner (1977) indicates the effects of parent and teacher processes and participation of parents in the decision-making process with teachers.

Layer 3: The *Exosystem* encompasses interactions between major institutions of society, mass media, and local and national agencies of government (Bronfenbrenner, 1977).

Layer 4: The *Macrosystem* includes major cultural and subcultural definitions. It indicates correlation between individual and shared cultural values, beliefs and laws (Bronfenbrenner, 1977).

Layer 5: In *Chronosystem*, a person's development is affected by the time in which they are living. It demonstrates characteristics of the current environment (e.g. employment, socioeconomic status, degree of concern), (Bronfenbrenner, 1977).

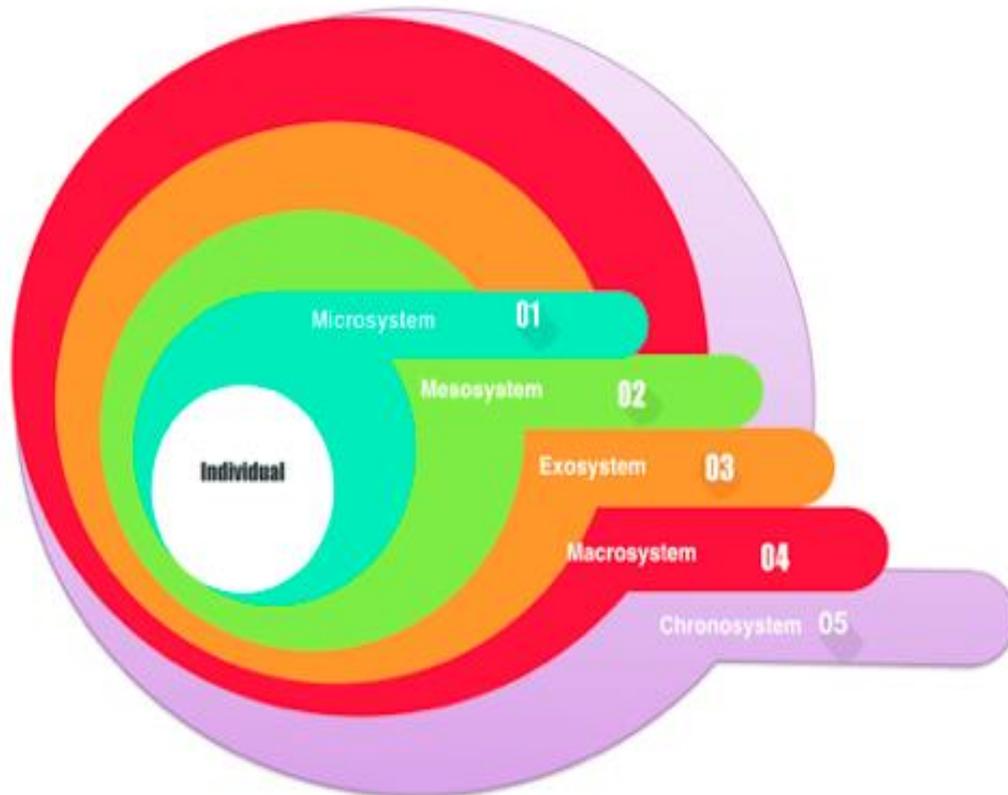


Figure 1. Bronfenbrenner's Ecological Systems Theory.

From the perspective of the ecological model, the parents' experience about placements of their children with special needs in schools can be interpreted and discussed in the current research. Outcomes reflecting parental experiences in education of their children are posited as having impact in partnership with school and teachers, inclusion of their children in schools, and parents' drawn conclusions and beliefs.

Inclusion of Children with Special Needs in the Context of Kazakhstani Schools.

In the case of inclusion of students with special needs in Kazakhstani schools, depending on the choice of parents and students, students can be educated in any school. In 2017, the proportion of schools that created conditions for inclusive education in Nur-Sultan city is approximately 68 % (Nogaybayeva, Zhumazhanova & Korotkih, 2017). The number of students schooled at home and in special correctional schools are very few in comparison with the total numbers of students with special needs (14 % and 12 %)

(Nogaybayeva et al., 2017). However, inclusive schools still have a limited distribution of resources. This effect on receiving adequate learning support for students. In this particular concern, the concept of inclusive education in Kazakhstani schools has only been implemented quite recently and it still remains as a new concept. According to the local context, inclusive education encompasses the involvement of every child with special educational needs (SEN) in the classroom and it does not consider responding to other types of students' needs (Makoelle, 2020). In this context, it also has the belief that SEN children should be educated in separate, correctional schools or home-learning rather than in mainstream schools.

Inclusive mainstream schools are outfitted with resource rooms, or separate rooms funded by private foundations with additional learning materials where specialists can work individually and in groups with children with special needs. In the case study of Kasa, Helmer, Somerton, Torrano & Makoelle (2019) it was mentioned that school-based inclusive resource centers were opened to strengthen practices of inclusive education in schools. For this practice, the authors suggest that it is vital to have communication with parents. The foundations such as DARA and Ashyk Alem supported the process of inclusion of SEN children in schools. Thus, the previously mentioned NGOs describe their work as informing parents about choices for the right to educate children with SEN, as many parents are unaware about inclusive education and prefer to educate children in segregated settings (Rollan & Somerton, 2019). When moving inclusion forward on the educational agenda we need to consider effective discussions with parents as partners and implement it (inclusion) successfully (Hotulainen & Takala, 2014).

In addition, in mainstream schools for students with moderate and mild cognitive disabilities and speech disorders, correctional and developmental support consists of providing individual or subgroup classes with therapists. Therapists work with students,

corresponding to their psychophysical capabilities, the activation of their cognitive activity, and the formation of educational activities (“Organization of the activities of special classes in secondary schools. Methodical recommendations”, 2016).

Parents' Perceptions about Inclusive Educational Settings

Inclusive educational settings play a special role in the formation of parents' perceptions on the inclusion of their children. The benefits for the school are if it has the necessary conditions for teaching all children. Farrell's study argues that inclusive schools are a representation of rights for every student. Also, the author believes that the arguments about inclusive education concern the basic right of all people to receive a good education (cited in Ellis & Tod, 2014). Regular schools support the freedom of choice for children with special needs. Domenech & Moliner (2014) argued that the inclusive model is a democratic foundation of enhancement for children with special needs as well as non-special needs children.

A variety of studies have been done regarding the benefits and drawbacks of inclusive education models. Rogers (2007) noted that the expectations of a mainstream education can be difficult for parents of children who are unable to graduate from a mainstream school. While there is a clear push for inclusion, there seems to be a disparity between the desire for inclusion and the actual practice of inclusion as far as the schools are concerned. This is not to say, of course, that inclusion is problematic in and of itself; however, if there exists a breakdown between what is expected and what is occurring in reality, there can be some negative consequences for parents who have special needs children as well as positive beliefs about that.

Parents express emotionality with having a child with special needs and this emotional impact makes the decision whether to include children in mainstream schools difficult. School support, community understanding, and special services offered have an

impact on the decision of parents about inclusion in public placements or segregation from society (Swick a & Hooks, 2005).

On the other side, parents understand the situation with the treatment of their children differently in comparison with professionals. Parents could not appreciate student support at school (Chmiliar, 2009). The author refers to the fact that students have difficulty in early grades and a negative attitude towards school personnel. Broomhead (2013), for instance, explored how a child's challenging behavior in school can lead to different perceptions of parents and teachers toward SEN students. Supporting previous literature, Broomhead (2013) found *organizational exclusion* toward children with disabilities who display challenging behavior. In discussing Orsatti & Causton-Theoharis study, Broomhead (2013) noted that findings were similar to these investigators who reported that exclusion from class results in teachers' willingness to have classroom controllable. At the same time, however, the professionals Broomhead (2013) interviewed did not indicate that children with disabilities who display challenging behavior were *unwanted*. As such, two primary themes emerged from the five parents of children with behavioral, emotional, and sensory challenges that Broomhead (2013) interviewed. Broomhead noted that parents *talked intensely* as to how their children were *unwanted* while professionals differed in this opinion. Broomhead also stated that some parents discussed how their children needed *preferential treatment* in the school and classroom. While other parents, however, opposed *preferential treatment* for children.

While other studies revealed parents' experience of pupils with dyslexia and ADHD measures that were taken in schools. They have investigated how parents and their children experienced support from schools. It was found that parents have experienced lack of pedagogical measures in schools. They questioned teachers' competence to manage with SEN children (Isaksson, Lindqvist, & Bergsrom, 2010). One of the parents described

this like: "... It feels so frustrating for me to always be the one who has to come up with the solutions" (Isaksson et al., 2010).

A comprehensive review of the literature demonstrates that overwhelmingly, parents of special needs children perceive inclusive education positively (De Boer, Pijl & Minnaert, 2010). However, the process of including special needs children into regular educational settings has been one that is not without trial and tribulation. There are varieties of reasons as to why a parent may wish to *include* their special needs child: social interaction (both for the children and their classmates); acceptance from classmates; social relationships; and a search for acceptance from their classmates. While it is not always the case that special needs children are widely accepted into peer groups of children without disabilities, parental support and engagement can be paramount in aiding the experience of a special needs child entering an inclusive educational setting (Shenaar-Golan, 2015).

Parents of typically developing children find it important to help their children to learn more about diversity and difference in ability among people in the population; of course, parents of children with special needs mostly view inclusive education as positive, especially when faced with teachers and other relevant stakeholders who are well trained in the needs of differently abled children (Elzein, 2009). Additionally, Elzein (2009) noted that the movement toward inclusive education for children with special needs has become more widely accepted not only with researchers, but also with parents and educators. This may be due in large part to international initiatives toward inclusive education, specifically, the UNESCO Salamanca statement of 1994, which calls inclusive schools to implement strategies and policies for SEN students, and not limiting them (Swick & Hooks 2005).

Additionally, a study by Gasteiger-Klicpera, Klicpera, Gebhardt & Schwab (2013) provides a comparison between parents' experiences between special education and

inclusive education. They believe that parents' appraisal of education is of great importance, especially in comparing special and inclusive education. It became clear in the findings of this research that parents of students with special needs were more supportive and wanted to contribute more to the children's achievement in school in inclusive classrooms. The placement of their children in inclusive classrooms has indicated that students decide that it is the best place ever. The authors have found that it has increased a sense of confidence, improving social relationships and promoting willingness to participate in groups. Previous results emphasize the significance of researching students' perceptions regarding their school experience and involving students in decision making.

Similarly, parents held positive beliefs toward inclusive educational placements when they had experience with different schools and special intervention services for children (Swick & Hooks, 2005). The intervention services, especially existing services for children until age three, they were key in the direction of choosing educational activities for their children. Additionally, parents expressed stronger self-esteem in making decisions based on having understanding and knowledge with the experience of other parents (Swick & Hooks, 2005).

Others still maintain one controversial issue that has been established in accessing academic level. An interesting finding in a study showed that the age of students affects willingness of parents to accept their children with certain types of special needs to be enrolled in grade level. Thus, in lower grades the main concern of parents was related with socializing opportunities with their peers, whereas in the higher grades the concern was with academic requirements of the official exams. (Elzein, 2009)

In addition, Elzein (2009) researching parents' understanding toward the inclusion in mainstream schools found that, regarding special support given in school, parents showed positive attitudes towards a resource room as a type of inclusion. In this regard,

Kasa et al. (2019), explored the case study of organization of support centers and rooms to support the inclusion of SEN children in three mainstream schools in Kazakhstan. The authors demonstrate that inclusive resource rooms have a positive impact on creation of inclusive conditions in schools. In addition, it has been reported that the inclusive resource rooms enhance the potential for further advancement towards the wider practice of inclusive education. For this purpose, there is one of the recommendations to have continued cooperation between school stakeholders and parents in the field of inclusive education by monitoring and setting goals for student achievement.

Some researchers (Siddiqua & Janus, 2017), have noted that the transition into school, particularly for children with special needs, is much easier at a younger age. For instance, children who enter an inclusive educational setting in kindergarten appear to have better outcomes, than children with special needs to enter the school system at later stages in elementary school. When children face social and behavioral setbacks, these are easier to handle at an early stage in an educational career versus a later stage; despite there being some difficulties (as there are with any transition), children with special needs are likely to succeed when they are at the center of the transition decision-making process.

Barriers toward Inclusion of Children with Special Needs

Parents believe that segregated settings do not provide the possibility for their children to reach their best potential. Segregation does not provide situations that support social development. Parents' desire regarding schools is to provide at least their children to live a normal life (Swick & Hooks, 2005).

A number of researchers suggested that parental experiences regarding inclusive placements show several problems. In view of the fact that there is an inclusion policy in the process of educating their children in regular schools, some parents encountered segregation in the form of pull-out classroom methods. Barton (2016) evaluated how

parents, teachers, and service providers feel about pull-ins and pull-outs in the classroom and how students receiving these services react in social settings. He noted that according to Causton-Theoharis study, all SEN students have a right to be in the least restrictive environment. He found that most teachers, parents and special education teachers agreed that the best place for students to learn depends entirely on the child and their needs. In this study, the author found that some parents feel that the pull-out model isn't good as children would miss important instructions, while others felt that one-to-one teaching would be best for their children.

Another point of this study was that the pull-out classroom model was beneficial due to educational goals, but less satisfactory when it came to social skills. Thus, many students feel segregated and tend to worry about what it looks like to other children (Barton, 2016). In conclusion, the author found that the least restrictive environment is up to children's ability and needs that would best work for them. The author suggests having smaller classrooms where teachers can meet the needs of every student in class, because small classes have general and special education teachers co-teaching together.

The authors believe that it is important to contribute towards implementing positive aspects of a perception of medical diagnosis in schools (Scorgie, 2015). SEN children, usually, cope with stigmatizing effects in schools such as medical diagnosis. The authors suggest increasing collaboration between teachers, pupils and parents in order to reduce stigmatization of children in schools. Parents are experts of their children's needs and their stories and opinion should be taken into consideration. These are measures that help to differentiate support for every child in schools (Isaksson et al., 2010).

Views of student membership within the special education team, the child's classroom, school, and community can stigmatize children. Scorgie (2015) investigated parents' perceptions of membership for themselves and their children with special needs.

In discussing membership ambiguity, Scorgie (2015) reviewed relevant codes and themes that build this concept. For a child with special needs, as an illustration, *membership ambiguity* can reveal itself through *labelling*, *segregation*, differential treatment from teachers or peers, and inconsistent support from school community members (teachers) (Scorgie, 2015). As such, being labeled can stigmatize. If a child feels different, there can be academic and social implications (Scorgie, 2015). Likewise, isolation can occur through segregation from self-contained classroom placement: that is, SEN children do not experience shared school activities (Scorgie, 2015). As Scorgie points out, even in inclusive classrooms, a labeled child can feel isolated from his or her peers. The author further noted that if the student experiences segregation at school, the student will experience segregation in adulthood. As noted, the author also stated that membership ambiguity could reveal itself through *differential treatment* from teachers which can affect a child's self-esteem and academic performance. And last, if *membership ambiguity* reveals itself through inconsistent community support, then parents begin "to question the child's value within the community" (Scorgie, 2015.p.41). For a parent, membership ambiguity can reveal itself through condescending treatment from professionals, labeling, and resource allotment (Scorgie, 2015). As such, a parent who experiences disdain by professionals may feel "devalued and overlooked" (Scorgie, 2015). Scorgie also noted that parents might be *labeled* by professionals when there is disagreement. Parents become *difficult, unrealistic, and uncooperative*; or professionals view parents as *takers* but *not contributors* to the system. This devaluation creates ambiguity from differing opinions in terms of resource allotment (Scorgie, 2015).

Partnership between Parents and School Stakeholders

Five survey studies also reported on parental perceptions of the special education process. These studies include investigations by Fish (2008), Kemp (2012), Lundy (2012),

Rodriguez and Elbaum (2014), and Simon (2006). When combined, these five studies explored parent perceptions across six IEP (Individual Educational Plan) requirements, perceived human value, relationships between parental stress, and services provided. It also included an understanding of *rights, equal treatment, involvement, and engagement* in IEP development and services. Simon (2006) found significant differences between parent and teacher perceptions, between educational levels of students, and interactions between groups and educational levels. Fish (2008), however, reported that most of his participants had favorable IEP meeting experiences. Parents were valued, respected, and an equal decision-maker. In this study, a welcoming atmosphere for parents of SEN children enhanced comfort. Also, most of his participants had a clear understanding of IEP procedure and law. Results from Fish (2008), however, are likely biased by parent recruitment from a parent advocacy center. Lundy (2012) found no significant differences in perceived stress, disability type.

For parental engagement, Rodriguez & Elbaum (2014) found that school size and grade level were strongly related to parent engagement efforts within the special education process. Socio-economic status had a small significant effect on parental perceptions with parents in lower Socio-economic status schools perceiving stronger engagement. The ratio of students to teachers affects the quality of engagement.

The results of these five studies are mixed. Each investigator looked at perceptions of parents within the context of the special education process from different points of view. These different viewpoints included parent satisfaction, engagement, and participation. Factors that contributed to satisfaction were different in all five studies, indicating justification for further perception research into how parents view the special education process.

It has been reported that parents seem to be more positive regarding inclusive education when they are involved in the decision-making process; this is rather intuitive, as it can be assumed that most parents wish to play an active role in the education process of their children. Freeman-Nicholas (2013) conducted an investigation of parents' participation in special education decision-making. Her qualitative investigation utilized a critical humanism paradigm. The researcher examined the intermingling of sociocultural contexts, process, and experiences of four parent participants in the USA. She examined their perceptions and attitudes concerning involvement in the special education process and decision making . Freeman-Nicholas identified differentials of power between professionals and parents with the professionals having considerably more decision-making power than parents. Lastly, the investigation by Freeman-Nicholas (2013) revealed that parents' interactions with professionals shaped views of both the parent and the professional.

Concerning *role ambiguity*, parents may perceive themselves as “gatherers of information” or parents may feel that professionals conceal information or that they are uninformed (Scorgie, 2015, p. 41). Relatedly, Scorgie noted that parents might need to “become educators of teachers” (p. 41), meaning that with information, parents may perceive themselves as having power. The second aspect of role ambiguity described by Scorgie is advocacy. Specifically, when parents must advocate for their children, it is a “time-consuming, ongoing, and exhausting” process (Scorgie, 2015, p. 41). Moreover, Scorgie noted that when legal action is required, parents must take on an adversarial role.

The studies by Lautenbacher (2014), Tucker and Schwartz (2013), and Baghdayan (2012) provide tangentially related information to this research project. These investigators studied perceptions of parents who have children with autism. Lautenbacher (2014) examined parent perceptions of partnerships between parents of children with autism and

educators, Tucker and Schwartz (2013) investigated collaboration, while Baghdayan (2012) examined parent and educators' perceptions of children with high functioning autism relating to inclusive settings. Baghdayan (2012), for example, noted that the primary source of parent concern was related to lack of support and appropriate services. Baghdayan (2012) also noted that parents perceived the practice of inclusion to create a canvas for collaboration; parents perceived themselves as partners rather than threats with educational professionals. Parents and professionals worked on common goals and resulted in children's success in school (Baghdayan, 2012). Moreover, collaboration is considered effective when it is focused on teamwork between families and their schools, benefiting school practices and students (Baghdayan, 2012). Lautenbacher (2014) found that parents were motivated toward partnership by invitations for involvement when there were offers of friendship, communication, an open-door policy, and acts of kindness.

Commenting on parental engagement, Lautenbacher (2014) argues that parents are motivated toward partnership by trust that developed from follow-through, student support, and by understanding and accommodating. Lautenbacher (2014) identified barriers to involvement which included *lack of understanding, emotional disconnect, and judgment*. These themes by Lautenbacher (2014) were highly reflective of this current investigation. Through survey research, Tucker and Schwartz (2013) described parents who were willing to participate in their child's educational program, when they have not found barriers by school district. These barriers included lack of communication, disagreements regarding student placement, programming, and services provided to students. In their investigation, Tucker and Schwartz (2013) noted that increasing communication opportunities, having access to information, and valuing parental input would improve the collaborative experience. Last, Tucker and Schwartz (2013) provided additional impetus for the investigation; these researchers noted that Special educators

should better understand the views of parents so that teams and leaders can use this information for productivity. The study suggests including parents in the decision-making process and to work collaboratively in determining educational placements.

Regarding the recommendations for the problem of parental experiences of education for children with special needs, the authors suggest several solutions. In this study authors assert that once understanding and good relations are established between parents and teachers, then there is the possibility of clarifying problems and ideas without disagreement (Adams, Harris & Jones, 2016). Parents in this study showed that they appreciate the efforts of teachers for the information they need about their child. The confidence and efforts of teachers that they are ready to guide and educate their children with the IEP learning plans provide good reasons for parents to be more careful in children education and working with the school. Thus, collaborative work between professionals and parents enables exchange and reflection on practice (Adams, Harris & Jones, 2016).

Parents' Beliefs and Hopes about Children with Special Needs

Regarding the emotions and experiences of raising a child with special needs, it can be said that the results are mixed (Shenaar-Golan, 2015). As could be expected, some studies report that parents of children with special needs report higher levels of stress and depression than parents of children without special needs. Other experiences include the need to undergo continuous coping experiences, low levels of subjective well-being, and increased feelings of pessimism about the future (Shenaar-Golan, 2015). However, some unexpected findings can be noted as well. For example, there are some positive aspects of raising a child with special needs including the ability to adapt and overcome and increased cooperation between the parents. Parents also report higher levels of agency and hope, especially in situations where parents can use their experience to educate or inform other parents of special needs children.

That is, parents desired that their child develop “social skills, a social life, and friends. Be happy and enjoy life, as well as be independent as possible ... and be able to communicate” (Leyser & Kirk, 2011, p.86). The parents within the Leyser & Kirk (2011) investigation also revealed what they wanted educators and administrators to know about their children through a theme of *value and worth*; specifically, the child is more than his or her diagnosis. With that, Leyser & Kirk (2011) provided many examples of parent responses surrounding this theme, including: “do not underestimate, he/she can learn ... is capable, more than the school realizes; has gifts; they are smart” (Leyser & Kirk, 2011, p. 86). These comments are not unlike the comments from the participants who express the need to feel valued during special education process discussions for themselves and their children with special needs. Lastly, Leyser & Kirk (2011) described value reflective sentiments from their participants that mirrored participants’ discourses. Surrounding the concept of expertise, statements included, “we are not the experts; we are parents” (p. 86). Surrounding the concept of seeking support, statements included, “We want you to help us to help our children” (p. 86). For the desire to not be judged, statements included, “our life is hard, and they should not judge us” (p.86). And as for the concept of advocacy, statements included, “we will do whatever we need to do to help him and give him the best life possible” (p. 86).

Chapter Summary

This study explores parents’ perspectives about inclusion of their children with special needs. The literature discusses that parental choice over the education of their children is influenced by many factors. There is a school partnership with parents, parents’ perceptions about inclusive settings in schools and society .The chapter presents the explanations of the reasons for having children with special needs in schools, parents’ views about the benefits of inclusive education, and possible barriers toward its

implementation. In addition, it includes parents' participation in decision-making in schools, and their beliefs and hopes about children with special needs. Chapter 3 presents the research methods used in this study, as well as the procedures and identified limitations and benefits.

Chapter 3. Methodology

This section presents the choice of narrative research design that will help to explore the problem of parental experiences of inclusion of SEN children in schools. It starts with implementation of the narrative research design and narrative analysis that was used in this study. Then, it explores the research site of the sampling procedures that were guided to conduct interviews and collect data from participants. Ethical concerns and risks were provided with consideration of the literature in these areas. The chapter also discusses limitations that were found in research.

Research Design and Rationale

This study employed narrative inquiry, which is a qualitative method, to provide the participants with the ability to explore and describe their experiences using narrative techniques. In narrative inquiry, the researcher explores the problem, in this case, the experiences related to having a special needs child, by attempting to understand the experience of an individual (Cresswell, 2014). Narrative inquiry occurs through interviews with the participants, during which the researcher uses background information from the participants, which then become the data to be analyzed (Lieblich, Tuval-Mashiach, & Zilber, 1998). This research design was deemed appropriate to this study because it helped to understand the experience and parental involvement in education of children with special needs. In addition, it also allowed the researcher to explore the research questions in an in-depth manner that went beyond structured questions. The data in narrative inquiry is most often associated with a methodological realist paradigm. It implicitly examines how individuals are formed into possible social roles (“Narrative data analysis and interpretation”, 2016).

Research site

The study was conducted in four mainstream elementary schools in Nur-Sultan, Kazakhstan. There are four schools in Nur-Sultan which provide inclusive conditions. In the schools, the SEN students get special support services with a speech therapist, defectologist, and a psychologist in the school based inclusive resource room. In inclusive resource rooms, the student can study in a group or individually with specialists. It depends on his or her individual capabilities and their learning plan. Thus, students can do some work in the resource room and spend some time in general classes with tutors accompanying them. Depending on availability of resources, some schools provide SEN students with individual educational programs (“Organization of the activities of special classes in secondary schools. Methodical recommendations”, 2016).

Sample and Sampling Procedures

Using convenience sampling, the researcher collected stories of parents in four schools. This project aimed to collect data from the parents of Special Educational children from Grades 1 to 4 of four mainstream schools in Nur-Sultan city. The sample size of this study were six parents of SEN children in the four selected schools. With the help of the school's managers of inclusive education and the NGO Dara, the researcher was given a list of possible parents ; six of the parents agreed to be interviewed. Interviews with participants lasted approximately thirty minutes.

The following two questions guided this study:

1. What experiences related to their child's education do parents of children with special education needs have?
2. What personal experiences in child rearing do parents of children with special education needs have?

The demographic information below helps to provide context for the interview about each participant.

Table 1. Description of Participants.

	Gender	Occupation	School	Child's age
Parent 1	Female	Cultural specialist	School A	9
Parent 2	Female	Psychologist in school	School A	8
Parent 3	Female	Project-manager	School B	13
Parent 4	Female	Specialist in Applied Behavior Analysis	School C	10
Parent 5	Female	Doctor, Specialist in Applied Behavior Analysis	School C	13
Parent 6	Female	Teacher	School D	11

The researcher focused on several dimensions of the participants such as structure, style of speech, influential characteristics, motives, attitude, participant's beliefs (Lieblich et al., 1998). Compared to traditional research, narrative research can be conducted with a small number of participants. Even with time and participants constraints, a large amount of data is generated (Lieblich et al., 1998). The researcher using the narrative method particularly considered the choice of settings, methods for data collection and transcription (Lieblich et al., 1998).

Data Collection Instruments

Semi-structured interviews, which have an informal conversational format guided this approach. Interviews were conducted in Russian and Kazakh and then translated into English. The interview explored the perspectives of parents' experiences of accessing education for their children with special educational needs. The conversational interview format provided the opportunity to expand on each question and probe more deeply on certain issues. The interview guide included questions related to the parent's and child's background, and other questions related to the research agenda regarding the education and the experiences of parents with special needs children. This method is attributed to narrative-based research, which provides the necessary data via conducting an interview that allows the participant to tell their story related to the research topic. This method is considered to be suitable for data collection strategy when the researcher seeks to find the lived experiences of their participants (Padilla-Díaz, 2015).

Data Collection Procedures

The first step in the research process was obtaining approval from the review board at Nazarbayev University Graduate School of Education to conduct the research. After that, the researcher was contacted with school managers of four schools and Dara project manager. They provided the researcher a list of possible participants that had children with special needs in elementary schools from grade 1 to 4. Then, the researcher contacted each parent explaining the nature of the study to determine if they are interested in participating in the study. Once the parent informed the researcher that he/she was interested in participating, the researcher scheduled a time, at the convenience of the parent, to set up an interview to go over informed consent and conduct the interview. According to the informed consent, parents were aware of the study and learned about the potential risks and benefits of participating in the study. Then, if participants agreed to participate in the

research, they were asked to sign an informed consent form for participation. The participants were assured that their data would remain confidential and their identities would not be known by anyone other than the researcher. The specific place for the interview was arranged at the convenience of participants. Interviews were held in comfortable places and times for the participants: they were conducted in cafes, school surroundings, and via Skype.

Data Analysis Methods

Narrative analysis is not a simple transcription of data, but it is an instrument to show the significance of participant's living experiences in their story (Narrative data analysis and interpretation, 2016). Narrative research has two types of interpretation of data, such as the interpretation of faith and the interpretation of suspicion. In this study, the approach based on the interpretation of faith helped researchers to understand and explore the world of the parents of children with SEN and parents' views and experiences they feel to be living in. The material consisted of transcribed interviews and codes according to common themes from data.

The stories of the participants were collected using a narrative research design, a research technique that explores individual human experiences. In these stories, we presented the cultural experiences that shaped from parents' perspectives. That is, they told their stories and those stories are retold to demonstrate their interpretation in a narrative way. This meant that the researcher conducted the interviews and then transcribed the story, identifying key elements, and then codes and charts the narrative. When this step was complete, the researcher organized the elements into chronological order or into a logical sequence.

Ethical Concerns and Risks of Research

For this narrative study Coles (1998) suggested informing participants (parents of children with special needs) about your social or political purposes. For this purpose, I let parents know about what I intended to do. Before conducting interviews, I explained to the participants the purpose of my study, confidentiality and protection, which was mentioned in the contents of consent forms. Data that I have collected remained confidential. Hard copies of the interview and transcripts were kept in a locked desk at the researcher's home; computerized data was encrypted and only accessible with a password on the researcher's laptop. Only the research advisor and researcher had access to the data and data analysis. The name of respondents was kept confidential, and they were identified using pseudonyms from Parent 1 to Parent 6. All data relating to this project, such as consent forms, transcripts, and audio recording will be kept up to three years following this project. The researcher tried to be self-conscious and eliminate any subjectivity, discussing with the participants the interpretation of their answers from interviews and how the data would be shared (Plummer, 2001;Henri, 2003; Oliveira, 2005).

Limitations

This study addressed a sensitive topic and the potential risks to parents of children with special needs was that the parents felt uncomfortable in answering sensitive questions. Additionally, there was always an issue related to social desirability, and there was always the risk that the participants are not completely open and honest to the researcher. As this study involved a small group of participants, interviews were held in chosen by the participant place. This assured confidentiality and a feeling of comfort to parents.

Chapter summary

The methodology chapter is planned carefully according to its sections. The previous mentioned methods helped to provide research and collect data according to its

aim and research questions. For interpretation of data and data collection procedure, sample, sampling procedures and participants' information were described. As a result, the data collection methods for this study were carefully chosen to avoid possible limitations of the research methodology, and to guarantee anonymity for the participants in this study, as well as paying attention to the subjectivity of the researcher. In the course of the study, the data were analyzed in connection with the informative method. The results of the collected data are described in the following chapter. The collected data is organized by the chronological order according to common themes.

Chapter 4. Findings

The chapter presents the results of data collected from interviews of parents of children with SEN. The findings, displayed in this chapter, revealed four themes. Firstly, it reports parents' experiences with inclusion of their children in schools, then the influence of society for children with special needs. Through the analysis of the interviews I have organized the findings into four themes in response to the research questions and conceptual framework that will be analyzed in the following chapter. The following themes are presented in this chapter.

1. Parents' experience with inclusion, which is presented by sub-themes of *learning from peers, the significance of inclusive conditions for parents at school and partnerships with teachers and school*

2. The influence of society for children with special needs.

3. Parents' perceptions about inclusive education

4. Parents gratitude, looking into the future.

Parents' Experiences With Inclusion of Their Children in Schools

Learning from peers

Parents report that school is very necessary for social interactions for their children. In their answers to the question, "Why do parents want to include their children in schools?", they all said that parents were expecting the development of social skills for their children and a sense of belonging to a community. Parent 2, for instance, argued that the school provides the possibility for their children to interact with other children by themselves. In addition, Parent 3 was pleased to observe how her child interacts in a natural way with peers. She prefers to interact with peers more than teachers and narrow specialists, as the child learns more being in society. In this case she reports:

No defectologist will provide a good experience as peers. Peers are the same as practice for children with special needs ... how they communicate, talk, laugh, run ... It teaches our children a lot. Therefore, my daughter goes to a regular classroom that may be useful to her.

It was also revealed that in the social life of the student with special needs, when they are with their peers, they are in need of support from teachers and other school professionals. It is difficult for young children with special needs to communicate what they need for their education, so parents do it for them. But it is better, as one of the parents claims, if the child can communicate what they need themselves so that they can get the best and most effective resources that they need. Additionally, it was also found that children on the spectrum still cannot effectively communicate with their peers. Mainly the problems of children on the autistic spectrum was about certain behavioral issues that interfere with communication with peers.

Parent 5 claimed that peers had a positive effect on her child with autism. She said that she has become more open since she began to go to school. The child repeats the actions of other children, but there is concern that children with autism cannot distinguish strangers indoors, unlike ordinary children. Therefore, she worries that the child does not fully understand communication with children, nor how to communicate or be cautious with strangers. She believes that children in home-based education will not receive the skills that they receive in school. The reason for this is that she is with her peers, learning to live.

Furthermore, the age of the children can have effects on the interaction for children with special needs. One of the parents argues when studying in senior classes, children symbolically can provide a gesture of welcome, for instance in different events, but in reality they are not communicating. This parent commented "The other children understand that it is not interesting to her (Parent's child). There might be nothing to talk about".

Experience with studying in mainstream schools provides children with SEN to be included in society, because they are learning from their peers and learn to live independently. However the age of children with SEN affects peer relations, and how to join peers. She believes that what is important is social skills, communication with peers to live and work and the ability to live independently. She also notes, that an experience in school is not comparable with anything, neither home nor correctional school will.

The significance of inclusive conditions for parents at school

Most parents are glad to have inclusive conditions like inclusive resource rooms and an individual educational program for their children. Parents perceive inclusive resource rooms appear to be more effective than mainstream classes regarding the quality of necessary support for a child. Parent 1 decided that her child needed to study in inclusive resource rooms, where her child would receive extra support, than in the classroom; the classrooms are overcrowded with at times about thirty-three students in the class, while in inclusive rooms there are only ten. One parent reported that inclusive resource rooms help to adjust behavior of special needs children, as she believes that "Aggressive children should not come to mainstream classrooms." These findings furthermore support Parent 3, stating that inclusion resource rooms play the role of support. The function of the rooms is to help children with special needs to gradually join a mainstream classroom with peers. Here she emphasizes that it's very important to allow a child to attend some lessons with her peers, since the child learns to communicate.

In addition, Parent 5 argues that the best option for students with special needs would be early intervention. In her experience, she believes that inclusive kindergartens help children to prepare for school. She was pleased that her child went to the preparation class for enrolling in mainstream school. That resulted, as the parent reported, in better transition to inclusion for her child.

In general, parents note that inclusive conditions allow their children to attend school. Thus, in regular classes it is difficult to cope with child's behavior such as tantrums. Many of them agree with the fact that individual programs and inclusion rooms are helpful initiatives that provide study at school, keeping a good atmosphere for teaching everyone.

Partnerships with teachers and school

There are different opinions for this topic. The data showed that some parents have positive while others had negative experience with partnership in schools. Some parents perceive themselves as a source of information, specifically, when it comes to inclusion of children in school. For instance, some of them were engaging in the process of creation of inclusion resource rooms from the start, and now supervise the school according to its function and the situations of children with special needs. They are in the active position of building communication with the school, and supervising tutors and teachers according to behavior difficulties. And this intention was the product of a welcoming atmosphere in school, as they express gratitude with current conditions and friendly school staff and are planning to stay there until their children finish school. Among them, one parent of a child with a speech delay claimed that she mainly helps with the development of her child's speech and with school assignments. She pays a lot of attention to this and has created a goal of working closely with the school to help her child succeed in her studies.

For each of these parents, their work was clearly the result of a healthy partnership with the school. However, there were contradictory views as other parents were having some challenges with communication. In the interviews, the data reveal that the other parents were seeking ways to improve decision-making meetings and pedagogy of teachers in different ways.

One parent discussed that the relationship between the parent and teacher is not effective, because parents' opinions are not usually taken into account at meetings; they are listened to, but opinions are not taken into account. The reason for this may be the overloaded teachers or the attitude of individual school professionals who oppose parental initiatives. Moreover, it was necessary for her to carefully look for a suitable school where her child could be accepted by experiencing good attitude from the teachers and the school principal. The parent was indignant that some schools only accepted a certain number of children with special needs in the school, and until the end, parents had to wait for their graduation so that others could begin to study. Another reason for that was the fear that there are teachers and school administrators who can write unfriendly characterizations on the child that, according to the description, makes the child look like a "Psychopathic patient". This experience shows that although there is a law that students can attend schools, there are restrictions in terms of the relationship between students and their teachers, as well as in terms of the principals' individual policies.

Overloaded teachers and their attitude towards special children was the main focus of partnership between Parent 6 and the school. She was extremely disappointed with the school and teachers who did not deal with her child and did not invite him to open events for communication with other children. For this purpose she commented:

We were hoping for a very long time to send him [child] under the inclusion program to school. Then it didn't work out. It didn't work because the children laughed at him very much, it haunted him, he still says, I don't want to go to school

In this regard, her child was studying at home now as he didn't want to visit school again. Her claims are oriented on the importance of the teacher's attitudes, values towards the children with special needs. She comments:

We need to have more attention on teachers' values and if this is not the case, then the children experience difficulty with inclusion in school. I think it all depends on the personal qualities of the class teacher and those people who are very hard [parents].

The parents' reflections provide evidence that the level of support of inclusive conditions in school depends on how satisfied parents are with the process.

The Influence of Society for Children with Special Needs

One of the parents claimed that there was not enough awareness in the local context for society about diagnoses of children with behavioral difficulties in the past. She reported: "As more information about autism emerges, awareness about this diagnosis is happening quite easily and quickly, and even helps advise the necessary centers." Nowadays parents have support groups on social media that help them find more resources that could benefit from their child (centers, therapy, etc).

One mother (Parent 2) reports that she could not choose a suitable school for her child, because of the behavior of the child, and also society's perceptions. In her comments, Parent 2 emphasizes that society needs to get used to these children and treat their behavior calmly, like her, "I am calm, and others object that he screams." She believes that her child should not have to adapt to the social system. She believes that children with autism should not be broken, and everything should be according to plan, but practically, parents and their children need to adapt to social realities. She affirms:

Society does not have enough information about autism. People do not understand how autism manifests itself in behavior, because outwardly it is not detected and cannot be distinguished from other children (like, for instance, how Down syndrome is distinguishable). This is somehow, I feel so calm, because the child is screaming, but people constantly ask, 'What is it with him? Is everything normal with him?' I say that it's normal, now she'll shout, please bear with me.

Another mother (Parent 3) claims that she has already developed a complex from the behavior of her child with autism.

We would like to sit in a public cafe for a longer time, but maybe it can be an internal conflict, we quickly eat and leave

Parent 3 claims that an inclusion allows children with special needs to adapt to society, to independently develop in society, as “The survival mode is turned on”. She claims that contemporaries can teach a lot, and unwanted behavior can decrease, thus her child develops a worldview in terms of orientation in space.

Parent 6 claims that the perceptions of children with special needs remained the same as in the past. In her situation, she gives an example that cerebral palsy and autism are better known than other rare diagnoses, such as microcephaly. There is a lack of awareness about inclusion of children with special needs, values of differences, and friendship between students. She differs in her answers from other parents, in that she categorically did not encounter inclusion and does not see that anything has changed over the years of schooling for her child.

Parents' Perception about Inclusion

During the interviews with parents , it was mentioned that the importance needs to be focused on in understanding and accepting by the teacher that he has a special child, rather than in programs that are theoretical. The problem is teachers are unprepared for inclusion. The reason for this may be that there is often frequent turnover and they may replace each other, sometimes within a month.

One parent argues that this program on the concept of inclusion, inclusive children, and respecting different rights exists, but the importance of teacher understanding and accepting that he has a special child in the class needs to be further explored. She believes that the successful adaptation of such children depends on the personal qualities of parents and teachers (her values about inclusive education). She argued that this program of inclusion, inclusive children, about different rights, the importance of the teacher in understanding and accepting the teacher that he has a special child in the class, was not really developed. She believed that the success of SEN children depends on the personal

qualities of the stakeholders' and parents' values about inclusive education. Parent 6 believes that inclusion is necessary primarily for parents, because parents first of all need psychological help. Parent 6 believes:

If the parent is a teacher, as in my case, then the child is better off because parents work with the child at home and understand the child's needs, but if it [parent] is not a teacher, it's hard to imagine what is happening in such families.

Parent 6 reports that there is no inclusion beyond the school because she did not see society change its mind in regards to SEN children. She hopes that in the future Kazakhstan will meet world standards in the field of inclusion, but at the moment she considers the situation to be not worthwhile, as she notes in the metaphor "Assistance to drowning persons is in the hands of those persons themselves". In other cases, parents (2,3,4,5) consider that the school in which their children study, in comparison with other schools, has good conditions, at least for the development of social skills in children. However, parents are not sure that the school can provide them everything for life.

According to answer of Parent 4 :

It's good that there is inclusion in the school. But I think that the child does not need to study there for 12 years. Where will he go after finishing school? This is my first priority ... let's think about colleges and job placement this question is widely open currently

Another parent believes that inclusion provides the necessary skills for the "Life of special children." She reports that inclusive conditions should not be limited to the classroom; it is necessary that the whole school, parents and peers support the conditions.

She comments:

There are only inclusive conditions in class available. He (her child) is not willing to go outside the class, because the school doesn't have conditions for his support.

The parent (2) argues that school is the place where main stakeholders in education (parents, teachers, peers) can practice effective topics about inclusion. This will help

society be well informed about such diagnoses and decrease stereotypes about special needs people. In her opinion, these measures are important in order for people, parents, and other children adapt to understand and interact with children with special needs:

We need to consolidate, fix, and prepare teachers, parents every week. It seems to me that it's possible to prepare them in a year. When you can somehow affect the teachers, they affect children, then the children of their parents. It is necessary somehow.

Additionally, in terms of poor experience with seminars that “Were emphasizing children with negative behavior”, parents recommend presenting students' achievements, and the kindness among society. Parents' goal is for their child to be able to benefit from society, otherwise, all of them think that the child will regress and lose all her skills at home. Parent 5 mentioned that regarding inclusion in schools, she was disappointed that there are no simple devices for people with a violation of their musculoskeletal system: After all, they only need special tracks and devices, if this is not there, then there is nothing to say even that inclusion is moving forward.

It is important that parents have a choice regarding colleges, universities, cultural places, and work in general. Parents should have a choice everywhere and the right to study and work on an equal basis with others. In general, many parents agree that inclusion is a means for their children to live a full life.

Parent Gratitude, Looking to the Future

All six participants were united by the fact that they professionally connect their work with children with special needs. The profession helped them learn an inclusive approach to accepting children and psychologically adapt to the situation. The parent of a child with displayed psychological development stated that she considered it necessary to get a job in school for the profession of a cultural specialist in order to educate her child in class. Another experience of Parent 2, working as a psychologist at school, shows that she

often came to the classroom to explain to the children about the special needs of her child and helped the children learn how to deal with his different behaviors. And we also found similarities among the parents 3,4,5 in that, that their stories began with the acquaintance of a special fund in support of children with autism and education for all, which helped them open projects to educate their children in school. Now they are qualified specialists in ABA (Applied Behavior Analysis) and this has provided them a lot to help the school and create inclusion support rooms where their children are currently studying. As one mother (Parent 4) claims that "I was learning how to do this, went through all the modules on ABA, and decided to help, it seemed to me that it would be effective." Looking to the past, most parents were grateful for the conditions that they have not helped to develop.

Parent 2 and Parent 3 express that autism was initially very scary to imagine. They were uncertain about educational choices for their children. One parent said that there was a limit of resources and little information about special needs children, as she felt, "As if I were alone in this world." But now she thinks that she has changed her life for the better. There was a narrow circle, but she says, "Now I have learned to communicate with many." She believes that life is becoming more interesting. She is thankful that nowadays, there are a lot of groups for parents of children with special needs and networking is very helpful. She said that "I am helping with the resources for mothers who have just been faced with this; they very quickly can know about autism from other people."

Another aspect of this theme discussion was that educational foundations helped to organize the inclusion of their children. Studying at school allowed parents to believe that everything is possible; she did not think that their children would even know the multiplication table, and now she does it well, and solves the math. They set the goal to go further and prepare children for future professions. Parent 3 believes that the school still

cannot educate them for a future profession, and she thinks about whether her child will have and could possibly enter a college for an embroidery profession.

Parent 5 is grateful that the school that helped her worked with SEN children. She believes that everyone in the school was included and was ready to work with such children. The school had a friendly atmosphere, a pleasant teaching staff and a favorable attitude from the director. She sees this school as special from others in the city. Even despite the great distance from home, she is ready to endure the travel so that her child remains in this school until the end.. She is grateful for the profession that she has now, which gives her great pleasure. Parent 4 was glad that there were no problems with placing the child in school. She argued that more inclusive conditions were needed in and out of school. Her desire is only to have more inclusive places as she thinks about the future. The last participant (Parent 6) claimed that in connection with her child's very rare disease, it was difficult to reconcile, because none of the treating doctors believed that he would live normally. In this regard, she noted, "Our life has certainly changed a lot. Because it is oriented around him (the child). All that happens at home is all him and everything for him." Parent 6 claims that her goals are such that her child can learn the basic skills of how to write and read.

Chapter Summary

During the analysis of the data, it was found that parents of children with special needs, as well as the children themselves, generally have inclusive educational services at school, such as inclusive resource rooms, where defectologists, psychologists, and a speech specialist, can conduct classes with children. Furthermore, pointing to the special needs of their children, it was found that the parents of children with speech delay did not have much difficulty understanding interacting with schools as did the parents of children with an autistic spectrum, and parents of children with rare diseases. Overall, there are not

enough resources for inclusion for children with special needs in teaching pedagogy, and whole inclusive practice policies. Because of this, parents of children with special needs have a tough time with social and school understanding of their needs and in helping them effective and .providing adequate support.

Chapter 5. Discussion

This chapter presents the interpretations of data that emerged from findings and the implications. The findings are discussed in relation to the existing literature on the topic. The purpose of this qualitative narrative inquiry was to identify what parents' experiences of special needs children had regarding the education of their children in schools and what their own personal experiences of raising children with special needs were. This chapter includes a discussion of major findings related to the literature about the experience of parents' reasons for inclusion in schools, parents' partnership with teachers and school and social perceptions about disability.

Theoretical Framework

From the perspective of Bronfenbrenner's ecological model, the parents' experiences about inclusion of their children with special needs in schools can be interpreted and discussed in the current research. Bronfenbrenner's theory discusses the relationships between the varied contexts that have impact on development of the child. Data from the interviews that focused on parents discussing the inclusion of their children with SEN in mainstream schools were arranged in the context of different layers, which was discussed in the theory (parents' reasons for inclusion in schools, parents partnership with teachers and school and social perceptions about disability) which is depicted in Figure 2. School support, community understanding, and special services offered have an impact on the decision of parents about inclusion in public placements or segregation from society (Swick & Hooks, 2005).

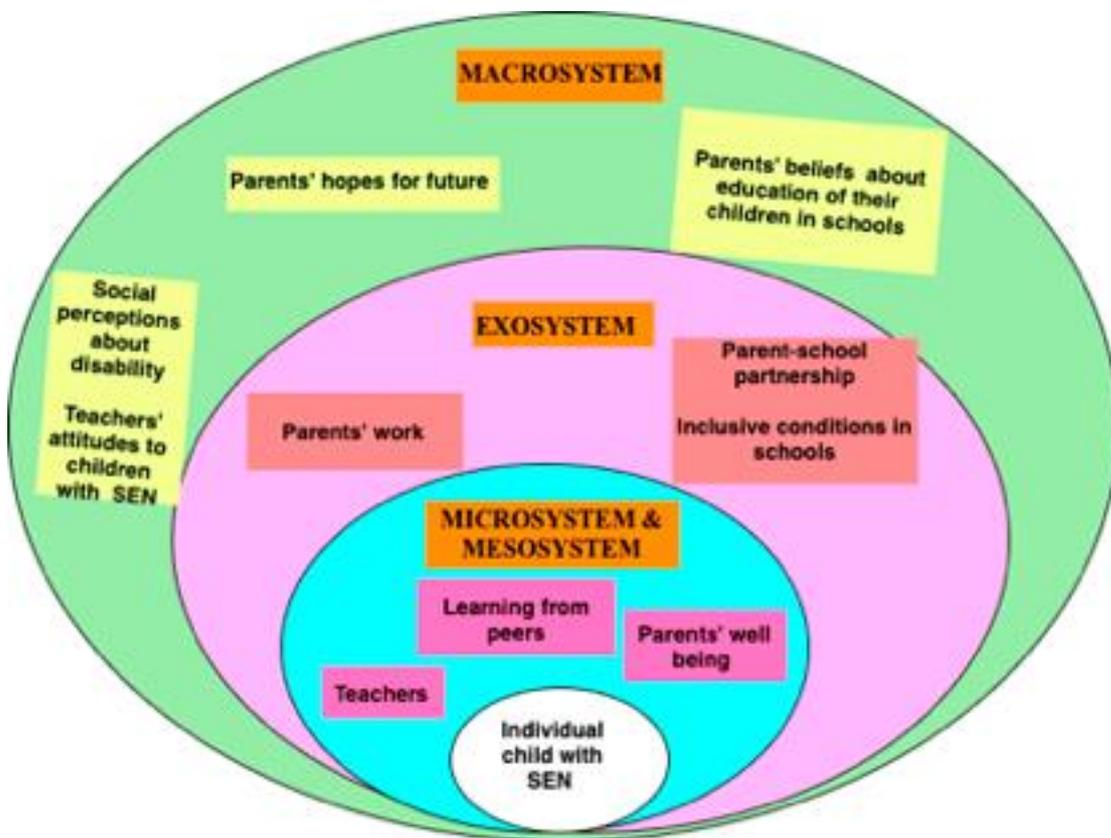


Figure 2. Application of Bronfenbrenner's theory of human development in the context of parents' experience.

Parents' reasons for inclusion in schools

The most important interactions at the primary level, Microlevel and Mesolevel that SEN children interact with are schools, peers and teachers. The presented findings are discussed in the topic of expressed parents' reasons for inclusion in schools.

Parents tend to have contributed to the view that school inclusion is needed primarily for social skills and a sense of belonging in the community for their children. Most parents believe that children learn more by being in society. As one parent notes, "No defectologist has as much beneficial effect as peers." In public settings, children learn to interact in a natural way, trying to develop the ability to live independently. These findings confirm De Boer et al. (2010) in the study arguing that parents are positive about

seeking social interactions and acceptance from classmates that make them wish for inclusion of children with SEN.

Being included in schools makes parents believe that their children's learning achievements are possible. Based on one respondent's answer, the parent did not think that her child could ever know how to solve problems in math and multiplication tables, and now her child performs those tasks well in school. Further, parents set the goal of preparing children for future professions. In this case, the school still cannot educate children for a future profession, and parents are concerned about whether their children's skills will determine what profession they may have.

However, we cannot establish that these arguments are shared by most parents of children with SEN. Other parents had challenges of inclusion of their children. The interview responses of parents support the claim of Elzein (2009). The author states that teachers and relevant stakeholders that are well trained toward acceptance of children with different abilities have an impact on positive perception of inclusion for parents of children with SEN. Parents report that a teacher's readiness to teach children with different abilities is significant in relation to peers' acceptance and healthy environment for learning. Otherwise, inclusion can be more challenging than parents expect in the decision of having children in schools. The results of parents' responses showed that some parents have changed the children's school-based learning to home learning after a bad experience with inclusion. However, parents agreed that children cannot receive the same quality of education in segregation that they would if they were educated in schools.

Parents' partnership with teachers and school

At the next level, the Exosystem includes parent-school partnership and inclusive conditions in schools. The Exosystem affects the immediate conditions that children with special needs live. There are similarities between the attitudes expressed by parents in this

study and those described by Freeman-Nicholas (2013), Baghdayan (2012) and Lautenbacher (2014). The authors examined parents' perceptions and attitudes concerning involvement in the special education process and in decision-making. In these studies, it has been reported that parents are motivated toward partnership when there is interactive teamwork across families and schools, communication, and an open-door policy for parents. The data showed that some parents had positive experiences while the others had negative experiences with school partnerships.

Some parents perceived themselves as a source of information, specifically, when it comes to inclusion of their children in school (Isaakson et al, 2010). For instance, their participation in opening inclusion-resource rooms in school, and of supervising schools according to special needs children, created a position in their active communication with the school. In addition, most of the parents in this research have a profession related to supporting the child with special needs and those parents were engaged in creating and further supporting inclusive resource rooms in schools. This resulted in their perceptions of the school as welcoming and they are planning to stay there for the long term. They expressed gratitude to current conditions with having friendly teaching staff and principals' support. In this place additional special professionals work on supporting the needs of their children.

However, other parents shared their continued challenges of developing a working partnership with teachers and schools. In the interviews, the data revealed that some parents were seeking ways to improve decision-making meetings and pedagogy of teachers in different ways. It was important for one of the parents that the school was listening to them and that their opinions were accepted. In addition, she reports that teachers may write an unfriendly characterization that may make the child seem worse. These factors influenced the decision of the parents to which school to send the child.

Many of the parents were against correctional schools and even more against homeschooling. But unfortunately, an inclusive environment is not yet present in every school. Some reported that parents did not feel in partnership with the school because the teachers were not ready to adapt to having a child with special education needs in their classes. This resulted in the decision of parents to resort to home learning. The authors comment that the best place for students to learn entirely depends on the child and their needs; however, the researchers suggest that segregated settings do not provide the possibility for their children to reach their greatest potential (Swick & Hooks, 2005).

Many parents expressed how much they valued inclusive resource rooms in schools. Some participants noted that resource centers supported by the NGOs, DARA and Ashyk Alem Foundations had an impact on parents' partnership with the school and the knowledge about inclusive education in the school district. They have reported that these conditions help them, do not interfere with other students, and help to further develop the program of teachers and professionals who work with their needs. These findings support the arguments of Causton-Theoharis study that the learning environment solely depends on the child's rights and where he/she wishes to be (as cited in Barton, 2016). In these findings, the researcher showed that parents were biased according to the environment, as some were against the pull-out model because it isn't good, as children would miss important instructions. Others agreed that one-to-one teaching is more effective for children learning and well-being. In my findings, most parents reported that pull-out programs are effective in adjusting the behaviors of children with SEN, because "Aggressive children should not come to the general education class." Thus, they emphasize the importance of special conditions at school such as inclusion resource rooms. These special inclusive conditions allowed their children to stay in schools, as parents agree that in these rooms they are accepted and do not interfere with the learning of

others. They expressed that their children do not show unwanted behavior toward teachers and school staff (Bloomhead, 2013). This confirms that parents' interactions with professionals shape views of both parents and professionals.

Siqqua & Janus (2017) discuss whether inclusion of children at a younger age is more successful. Some of the parents in this study agree with this, as they think that the process of inclusion to school is much easier and comfortable for their children when they start at a younger age. It seems that they attend school and are able to pick up important school readiness skills so there are fewer negative experiences as they progress.

In conclusion, parents express that their views about partnership were affected by the conditions that schools offer. Creating inclusive conditions at school, such as inclusive resource rooms and individual programs, is good for both stakeholders. This way schools can develop both school practices and how to best serve students. But the attitudes of teachers' readiness to accept children with SEN in class and inclusion of parents in the decision-making process also needs to be considered.

Social perceptions about disability

The study of exploring inclusion of children in schools could be influenced by various factors at the Macrolevel including social perceptions about disability and parents' coping experiences with schools. These results support the findings of other studies, in which researchers report parental level of well-being with social perceptions of children with SEN. Low levels of parental well-being result in increasing feelings of pessimism about the future and of the child's well-being in school (Shenaar-Golan, 2015). The responses of Parent 6 varied significantly to those of other parents, mainly centering on her negative experience with partnership with schools and teachers, and on her situation dealing with a rare disease such as her child's Microcephaly. Thus, she is pessimistic about the future of inclusion of children with SEN. She comments that "Assistance to drowning

persons is in the hands of those persons themselves.” But this was an exception as others experienced a high level of hope.

Shenaar-Golan (2015) reports that if parents can use their experience to educate or inform other parents of special needs children, then parents report higher levels of agency and hope. The remaining portion of parents thought their engagement in school opened opportunities for their children, such as having the position of leader and educating other parents both with and without children with SEN. This led them to think that their children have a future, and that they could have a role in choosing and advocating on a profession for their children.

Leyser & Kirk (2011) revealed that parents were seeking more information about their children and that their children were “More than their diagnosis.” This argument approves the following findings. As one parent noted, society should not think about children only from the side of their diagnosis, but as a person. For example, one said that it is better to talk about the achievements of children with SEN, more friendship between them and peers, rather than their lack of proper behavior. Some discussed the awareness of special types of diagnoses, such as autism spectrum and Microcephaly. They are united by the fact that there are communication difficulties for children with such a diagnosis. One parent commented, “I am calm , and others object that he is screaming.” While Parent 6 reported that such children remain segregated.

The parents report that it is necessary to have a community of parents of children with SEN. Also, parents suggest going beyond the classroom, creating conditions in the school, and generally more inclusive places in society, so that society could adapt differences in children, starting with the schools. These results are similar to the research conducted in Kazakhstan, surveying teachers, school administrators and department officials reported that many of them still do not have a clear understanding of inclusive

education and continue to associate it with defectology and correctional classrooms (Makoelle, 2020).

Chapter Summary

Chapter 5 has reported the discussion of results gathered from data collection of parents' experiences of children with SEN. In general, parents identified a need for school education, focusing on the importance of having good communication with the school and teachers. Also, there were contradictory opinions. Parents were both positive and pessimistic about how they experienced inclusion and well-being of their children, which shaped their beliefs and views about the future. In this discussion, we can conclude that more information is needed to provide for a diversity of students' learning needs, rather than simply perceiving children according to their type of medical diagnosis. Lastly, parents revealed that more attention is needed to be given in terms of parent-school engagement, especially to the process of decision-making for SEN students.

Chapter 6. Conclusions and Recommendations

This narrative study was aimed at describing parents' experience of education of their children in schools. It also was aimed at exploring parents' experience regarding raising children with SEN. This chapter summarizes the research findings, the implications of findings, limitations of findings and recommendations for future research. The research questions that guided this study were:

1. What experiences related to a child's education do parents of children with special education needs have?
2. What personal experiences in child rearing do parents of children with special education needs have?

According to the findings, several conclusions can be made. To answer the first question, the concept of parental experiences of inclusion of their children in schools was analyzed. The data that was collected from interviews which revealed that school support, community understanding and special services offered have an impact on the decision of parents about inclusion in schools or segregation from society (Swick & Hooks, 2005). This has an effect on child well-being in schools as well as on the type of education that parents ultimately choose.

All parents support the idea that school is surely the place where children with SEN should learn and develop their skills. There are several types of evidence for that. First of all is the influence of peers. Parents agree that their children observe the behaviors and manners of other students and gradually adapt to this environment. If they are educated at home, children will lose their ability to study and develop as other students in schools. For instance, one parent notes that she did not even know that her child could learn how to solve math problems and learn the multiplication table, but now her child does those tasks well and it makes her proud of her achievements. This makes it possible to believe for

them that education of their children is possible and gives them hope for their child eventually finding a job in the future.

Secondly, the allocation of inclusive resources is needed to provide for the education of their children in schools. This is the main argument that they were grateful for, and some even participated in the opening of inclusive rooms in schools. Some participants noted that resource centers supported by the DARA and Ashyk Alem Foundations had a certain impact on parents' partnership with the school and the knowledge about inclusive education in the school district. Thus, parents understand that the main role of inclusive resource rooms is as help that is aimed at gradually including the child in the general class. However, the concept of the inclusive resource rooms is still evolving, and there is still too strong a focus on the medical model which looks at children through their diagnoses (Kasa et al., 2019).

It has been reported that parents' positive experience of inclusion is proportionate to the degree of equal participation with school stakeholders. It is important to have approaches that correspond with a critical analysis of the support needed and of what parents are suggesting regarding learning of special needs children in schools (Mortier, Hunt, Desimpel & Hove, 2009).

As for the second question, parents' coping experiences with children with SEN predicts the way they are treated. It depends on school practices towards inclusion of children with SEN and social perceptions about disability. All of them definitely have a relationship with a child's well-being in school. Finally, it was revealed that stigmatization of children still exists in the local context and this makes parents feel isolated from public places and keeping children at home. However, if more favorable and inclusive conditions, or a parent's professional partnership with school, exist, the situation is more positive.

Recommendations

For the recommendation of the current problem, crucial information and ideas for the development of the strategies for children with special needs from parents should be listened to and included in school policy. Thus, the school that provides the policy oriented around the inclusion and collaboration with main stakeholders is vital for successful outcomes for both sides (Rollan & Somerton, 2019).

According to Kasa et al. (2019), collaboration in inclusive education requires constant effort, setting achievable goals for the student and monitoring how these goals are achieved. The authors suggest a flexible process of interactions for school stakeholders. This will help to specifically work on the targeted goals and explore the needs of parents and their children during the process.

The next recommendation is to provide more awareness for parents about ideas of inclusive education and benefits of educating children in schools. This is because inclusion in the local context continues to be focused on the medical models of disability. It is oriented on correctional functions. The understanding is largely shaped by educational practices taken from the Soviet Union, and now it is present in the educational system of Kazakhstan. For that reason, it is still perceived that children with SEN should not be studied in schools because they need to be in correctional schools or classrooms. Hence, of course, local understanding of the medical model with SEN children denies the acceptance of others and various forms of diversity (Makoelle, 2020).

Limitations of the Study

The limitations derive from the fact that participants in this study felt uncomfortable answering questions related to school and their experiences with child rearing. This resulted in the second research question related to that problem not being as deeply covered as the first research question. In this context, people are still a bit ashamed

of having a SEN child as they are not readily accepted by society. The number of participants is limited and this needs to be explored in the broad context of this problem, with a larger sample that includes other cities in Kazakhstan.

Recommendations for future research

For further research it can be suggested to explore this topic in the investigation of the impact of the profession toward special needs children and how this is happening in the local context. Another suggestion is to compare parents of special needs children with parents of non special needs children perceptions about inclusion. Additionally, we can suggest, for further research a study by Gasteiger-Klicpera, Klicpera, Gebhardt & Schwab (2013) that provides a comparison between parents' experiences between special education and inclusive education. Also, conducting a large survey based study would allow for greater data collection across jurisdictions.

Final reflections

Having finished writing this thesis project, I would say that it is my solid start to continue research and explore the phenomenon of educating diverse students in educational settings. The experience with writing and preparing the thesis is nothing compared with anything that I have done in the academic sphere before. I have evolved into a more matured researcher. It has been shaped by several factors and first of them is the understanding of myself as a learner. I understand that I can still learn something throughout my life. There are a lot of areas in education that can be further explored and discussed. During the year that I have spent working on this thesis: I have learned how to find relevant literature, analyze and interpret data and also develop my organizational skills working remotely. I had the opportunity to engage in information I have collected and be more knowledgeable about that. From the parents' perspective, I was informed about the practical work of inclusion in schools and what views and visions are formed according to

that. Narrative research was a new methodology that I was trying to implement in the thesis, and I think it is a wide area to study.

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Appendices

Appendix A

INFORMED CONSENT FORM

Parent's experience of their children with Special Educational Needs in a mainstream school in Nur-Sultan

Introduction. You are invited to participate in a research study entitled "Parent's experience of their children with Special Educational Needs in a mainstream school in Nur-Sultan."

Time involvement: Your participation will take approximately 30 minutes.

Procedures. My research is aimed at discovering parental beliefs and experiences of children with Special Educational Needs regarding the inclusive educational placement of their children with Special Educational Needs. The research topic I will use is a qualitative method asking for three parents of children with Special Educational Needs to have an interview with me. I am planning to conduct the interview during March 10, 2020 - March 20, 2020. The time and place for interview will be discussed with participants.

Risks. The potential risk in this study is that it addresses a sensitive topic and might have the risk that parents of children with special needs may feel confused to answer several sensitive questions and to be open to the researcher. In order not to stress the participants, the researcher can omit sensitive questions, and provide other questions that are less confusing. There is minimal risk in this study. You will be contacted if you will be in any confusion and misunderstanding.

Benefits. This study can contribute in preventing the exclusion of children with special needs and keeping them at schools rather than at home by understanding the

necessity in an inclusive environment in schools. Also, the study can benefit school stakeholders in developing inclusive practices in schools .

Confidentiality & Privacy. Any information that is obtained during this study will be kept confidential to the full extent possible. The interview will be recorded in a voice recorder and kept in my password protected laptop. Also, the research and data will not be published being enclosed.

Voluntary Nature of the Study. Participation in this study is strictly voluntary, and if agreement to participation is given, it can be withdrawn at any time without prejudice.

Participant's rights: If you have read this form and have decided to participate in this project, please understand your participation is voluntary and you have the right to withdraw your consent or discontinue participation at any time without penalty or loss of benefits to which you are otherwise entitled. The alternative is not to participate. You have the right to refuse to answer particular questions. The results of this research study may be presented at scientific or professional meetings or published in scientific journals.

Points of Contact. If you have any questions, concerns or complaints about this research, its procedures, risks and benefits, you can contact with Mereke Mergalimova ,Master thesis student, and her supervisor Janet Helmer through their emails: mereke.mergalimova@nu.edu.kz, janet.helmer@nu.edu.kz. Any other questions or concerns may be addressed to the Nazarbayev University Institutional Research Ethics Committee, resethics@nu.edu.kz.

Statement of Consent.

I, _____
_____, give my voluntary consent to participate in this study.

The researchers clearly explained to me the background information and objectives of the study and what my participation in this study involves.

I understand that my participation in this study is voluntary. I can at any time and without giving any reasons withdraw my consent, and this will not have any negative consequences for myself .

I understand that the information collected during this study will be treated confidentially.

Signature: _____ Date: _____

Researcher:

ФОРМА ИНФОРМАЦИОННОГО СОГЛАСИЯ

Опыт родителей детей с особыми образовательными потребностями в общеобразовательной школе в городе Нур-Султане.

Вступление. Приглашаем вас принять участие в научно-исследовательском исследовании под названием “Опыт родителей детей с особыми образовательными потребностями в общеобразовательной школе в городе Нур-Султане”.

Время участия: Ваше участие займет примерно 30 минут.

Процедуры. Мое исследование направлено на выявление родительских убеждений и опыта детей с особыми образовательными потребностями в отношении инклюзивного обучения их детей с особыми образовательными потребностями. Темой исследования, которую я буду использовать, является качественный метод, позволяющий трем родителям детей с особыми образовательными потребностями иметь интервью со мной. Я планирую провести собеседование в период с 10 марта 2020 года по 20 марта 2020 года. Время и место собеседования будут обсуждаться с участниками.

Риски. Потенциальный риск в этом исследовании заключается в том, что он затрагивает деликатную тему и может иметь риск того, что родители детей с особыми потребностями могут смущаться, отвечая на несколько чувствительных вопросов и быть открытыми для исследователя. Чтобы не делать акцент на участниках, исследователь может опустить деликатные вопросы и задать другие вопросы, которые не так смущают. Это исследование носит минимальный риск. С вами свяжутся, если вы будете в замешательстве и недоразумении.

Выгоды . Это исследование может способствовать предотвращению исключения детей с особыми потребностями и способствовать обучению их в

школах, а не дома, путем понимания необходимости инклюзивной среды в школах. Кроме того, исследование может помочь заинтересованным сторонам в разработке инклюзивных практик в школах

Конфиденциальность. Любая информация, полученная в ходе этого исследования, будет сохранена в полной мере конфиденциальной. Интервью будет записано на диктофон и сохранено в моем защищенном паролем ноутбуке. Кроме того, исследование и данные не будут опубликованы в приложении.

Только исследовательский консультант и исследователь имеют доступ к данным и во время анализа данных. Фамилии и имена респондентов будут защищены, будут закодированы или даны псевдонимы для защиты их личности и будут известны только исследователю. Цифровые записи интервью будут удалены после завершения анализа данных. Записанные данные и любые другие записи, сделанные в ходе собеседования, также будут удалены сразу после их анализа.

Добровольный характер исследования. Участие в этом исследовании является строго добровольным, и если согласие на участие дано, оно может быть отозвано в любое время без ущерба.

Права участника. Если вы прочитали эту форму и решили принять участие в этом проекте, пожалуйста, поймите, что ваше участие является добровольным, и Вы имеете право отозвать свое согласие или прекратить участие в любое время без штрафа или потери преимуществ, на которые вы имеете право в противном случае. Альтернатива-не участвовать. Вы имеете право отказаться отвечать на конкретные вопросы. Результаты данного исследования могут быть представлены на научных или профессиональных совещаниях или опубликованы в научных журналах.

Контактное лицо. Если у вас есть какие-либо вопросы, сомнения или жалобы относительно этого исследования, его процедур, рисков и выгод, вы можете

связаться с Мереке Мергалимовой, студенткой магистерской диссертации, и ее научным руководителем Джанет Хелмер по их электронным письмам:

mereke.mergalimova@nu.edu.kz, janet.helmer@nu.edu.kz. Любые другие вопросы или проблемы могут быть адресованы Комитету по этике институциональных исследований Назарбаев Университета, resethics@nu.edu.kz.

Заявление о согласии.

Я, _____

_____, даю свое добровольное согласие на участие в этом исследовании.

Исследователи четко объяснили мне исходную информацию и цели исследования, а также то, что включает в себя мое участие в этом исследовании.

Я понимаю, что мое участие в этом исследовании является добровольным. Я могу в любое время и без объяснения причин отозвать свое согласие, и это не будет иметь для меня никаких негативных последствий .

Я понимаю, что информация, собранная в ходе этого исследования, будет рассматриваться конфиденциально.

о Я согласен

о Я не согласен

Подпись: _____ Дата: _____

Исследователь:

Подпись: _____ Дата: _____

АҚПАРАТ ЖАНЕ БАЙЛАНЫСТЫ ФОРМА

Нұр Сұлтандағы кәдімгі мектепте ерекше білімге мұқтаж балаларының ата-аналарының тәжірибесі

Кіру. Сіздерді «Нұр Сұлтандағы кәдімгі мектепте ерекше білімге мұқтаж балаларының ата-аналарының тәжірибесі» атты зерттеу жұмысына қатысуға шақырамыз.

Қатысу уақыты: сіздің қатысуыңыз шамамен 30- 40 минутты алады.

Процедуралар. Менің зерттеуім ерекше қажеттіліктері бар балалар үшін инклюзивті білім беруге қатысты ерекше білім беру қажеттіліктері бар балалардың ата-аналық сенімдері мен тәжірибелерін анықтауға бағытталған. Мен қолданатын зерттеу тақырыбы - арнайы білім беру қажеттілігі бар үш баланың ата-аналарына менімен сұхбаттасуға мүмкіндік беретін сапалы әдіс. Мен 2020 жылдың 10 наурызы мен 20 наурызы 2020 жылдың дейін дейін сұхбат жүргізуді жоспарлап отырмын.

Тәуекелдер. Осы зерттеудегі ықтимал қауіп - бұл сезімтал тақырыпты қозғайтындықтан, ерекше қажеттіліктері бар балалардың ата-аналары бірнеше құпия сұрақтарға жауап беріп, зерттеушіге ашық болудан ұялуы мүмкін. Қатысушыларға назар аудармау үшін зерттеуші құпия сұрақтарды жіберіп алады және онша шатастырмайтын сұрақтар қоя алады. Бұл зерттеу ең аз тәуекелге ие. Егер сіз шатассаңыз немесе дұрыс түсінбесеңіз, сізбен байланысады

Артықшылықтары. Бұл зерттеу ерекше қажеттіліктері бар балалардың оқудан шығарылуын болдырмауға көмектеседі және мектептерде инклюзивті орта қажеттілігін түсіну арқылы үйде емес, мектептерде оқуға көмектеседі. Сонымен

қатар, зерттеу мүдделі тараптарға мектептерде инклюзивті тәжірибені дамытуға көмектеседі.

Құпиялылық. Осы зерттеу барысында алынған кез келген ақпарат толық құпия түрде сақталады. Сұхбат диктофонға жазылып, менің сиқырлы парольмен қорғалған ноутбугімде сақталады. Сонымен қатар, зерттеу мен деректер жарияланбайды.

Зерттеудің ерікті сипаты. Бұл зерттеуге қатысу қатаң ерікті болып табылады және егер қатысуға келісім берілсе, ол кез келген уақытта зиян келтірмей кері қайтарылуы мүмкін.

Қатысушының құқықтары. Егер сіз осы нысанды оқып, осы жобаға қатысуды шешсеңіз, сіздің қатысуыңыз ерікті болып табылатындығын түсініңіз, және сіздің келісіміңізді қайтарып алуға немесе кез келген уақытта қатысуды тоқтатуға құқыңыз бар. Сіз нақты сұрақтарға жауап беруден бас тартуға құқылысыз. Осы зерттеудің нәтижелері ғылыми немесе кәсіби кеңестерде немесе ғылыми журналдарда жариялануы мүмкін.

Байланыс жайында ақпарат. Егер сізде осы зерттеу туралы сұрақтар, күмәндар немесе шағымдар болса, магистерлік диссертацияның студенті Мереке Мерғалимоваға және оның ғылыми кеңесшісі Джанет Хельмерге электронды пошта арқылы хабарласуға болады: mereke.mergalimova@nu.edu.kz, janet.helmer@nu.edu.kz. Кез-келген басқа сұрақтар мен мәселелер бойынша Назарбаев Университетінің Институционалдық ғылыми-этикалық комитетіне resethics@nu.edu.kz жүгінуге болады.

Келісім туралы өтініш.

Мен, _____

_____, осы зерттеуге қатысуға ерікті келісім беремін.

Зерттеушілер маған зерттеудің бастапқы ақпараты мен мақсатын, сондай-ақ осы зерттеуге менің қатысуым туралы нақты түсіндірді.

Мен бұл зерттеуге қатысуым ерікті екенін түсінемін. Мен кез келген уақытта және себептерін түсіндірмей өз келісімін кері қайтарып ала аламын, және бұл Мен үшін ешқандай теріс салдары болмайды .

Мен осы зерттеу барысында жиналған ақпарат құпия қаралады деп түсінемін.

- o Мен келісемін
- o Мен келіспеймін

Қолы: _____ Күні: _____

Зерттеуші:

Қолы: _____ Күні: _____

Appendix B

INTERVIEW PROTOCOL

Project title: Parent's experience of their children with Special Educational Needs in a mainstream school in Nur-Sultan

Interviewee:

Date:

Time: March, 2020

Place: Mainstream school in Kazakhstan

Preliminary procedures: introducing self, the purpose of the study, and anonymity protection; getting permission to audio record; signing the consent form.

Dear participant,

Thank you for agreeing to participate in this research study.

My research is aimed at discovering parental experiences of children with Special Educational Needs regarding the inclusive educational placement of their children in schools. Please feel free to give as much detail as you wish in your answers. If you are unclear about the meaning of any question, please ask for clarification. If you are uncomfortable with any of the questions, you do not have to answer. If at any time you want to stop this interview just let me know.

Participants interview questions

1. Please tell me about yourself. Your life, how has having a child with SEN impacted upon your life and that of your family?
2. What age was your child when they enrolled in the school?
3. Is your child in a correction or mainstream class?
4. What type of special needs does your child have?

5. How long has your child been at the current school they are in?

5. Why have you decided to educate your child in this particular school?

6. What support systems do you have in this school for your child specifically?

- Please explain a regular or typical day in the life your child at school.

- Follow up: How do you feel now compared to when your child started at this school?

7. How much homework does your child get, and how does it affect them?

8. What challenges did you encounter when attempting to place your child in a mainstream school?

Has the transition to this new school has any notable effects on your child?

9. Please describe your approach in dealing with your child's needs at home.

10. What kind of things does the school do in order for the child to support your child?

Appendix C

Interview 2 transcript

1. Здравствуйте , я мама особенного ребенка. у моего ребенка аутизм. Мы учимся во втором классе, ну не скажу что прямо, аспер, там же делятся разные категории , типы аутизма есть, но он высокофункциональный. Он развивается самостоятельно, ну если что-то интересует , то он может прочитать об этом. Ему когда было 4 , он научился читать самостоятельно , никто не учил...
2. У нас все впереди еще, много планов. Самое главное , вот говорят же что если аутисты привыкают, их нельзя ломать, все- равно , одинаковое, каждый день чтобы воспитывать. У нас так не было, в начале у нас было , например так , когда мы озвучивали например куда идем , что будем делать, но он же постоянно не будет так делать , потому что куда мы собираемся , тот специалист говорит что вот все сегодня не могу вас принять , я ему говорю , а он гневается. А сейчас я ему говорю, и он спокойно реагирует , вот мы уже научились.
3. Вот я насчет этого возражаю. Ну есть перемена , вот у нас класс инклюзия, все перемена закрывается , тема , ну если вы хотите , по теме , например математика, была какая-то тема , можно придумать какую-нибудь игру, и вот в эту игру , играть на переменах. Я им говорю что даже скидывала им игры, просто какую-то игру, выбрать просто да, что вот уравнения например тема, по уравнению вот сделать , и вообще я говорила что по уравнению, наши дети любые , не только по аутизму ДЦП, ЗПР есть да, все дети когда они в игровой форме, они быстро

усваивают и принимают задания, надо чтобы наглядно все было, визуально, и вот каждый раз говорю , ничего не получается.

4. Конечно ,все разные . даже куда мы ходим в центр, везде все по-своему. Когда мамы просят их поздороваться , когда инструкцию даешь, он уходит. Вот когда дома играем, вот у меня свои дети , еще соседские дети есть, ну играем так настольные игры, активные игры, они тогда играют, когда мы представляем их, когда мы не заставляем их , давай поиграем типо , они играют , ему нравятся, главное ему нравится, а здесь тоже бы такое было если бы все играли. Но у нас перемена только когда учеба дается, перед уроками.
5. В данной школе, в Казахстане , как я уже общаюсь с мамами, которые учатся в школе, ну вот сравнивая с ними, у нас (в данной школе) лучше, мне кажется. Потому что, они говорят ,что тьюторы собирают детей, например 5 минут посидел, там , в классе какое-то занятие 5-10 мин сидит и забирает его. Ему дольше не дают сидеть на уроках , потому что у него может быть агрессия, или потому что он может кричать, чтоб не испугать детей они подстраиваются под других детей. Дети должны подстраиваться , для инклюзии, они должны подстроиться под наших детей, потому что другие дети должны их принять, изучить наших детей. Когда я пришла в школу, я начала с детьми беседовать, я приходила к ним на минут 20 чтобы объяснить.
6. И даже учительница, отправляет что-нибудь про психологию в школе, я для себя читаю... Вот замечание хочешь сделать , а параллельно же тоже есть дети которые не могут сидеть. Одни кричат сядь на одного ребенка, и я кричу на него, а мой сын тихо сидит, потому что он знает

что делают замечание другому. Он привык кажется к дисциплине, вначале мы говорили ему постоянно сидеть. Когда делают другим такое замечание, он тоже это принимает, и даже боится тоже.