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Poster title

Parents Attitude of Disabled People toward Inclusion

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Description of basic poster structure

The poster consists of five blocks. Block 1 (top left) outlines the introduction in a text format. The methods are described in a text format in Block 2 (down left). Block 3 (top right) displays the results. In block 4 (center right), the conclusion is presented in a text format. Block 5 (down right) is related to the references. A photo, one table and one figure are used in addition to text.

[Block 1] Introduction

Parents undoubtedly play a critical role in the lives of their children therefore examination of parents' views is an important aspect of the evaluation of the inclusion movement. Useful conclusions could also be drawn with the comparison of parents' attitudes toward inclusion from different studies (1). So Parents have a major role in the challenging and dynamic inclusion process that starts with the parents' decision to place their child in a mainstream setting (2). Negative attitudes cycle is limiting opportunities for children with disabilities (3). Attitudes to children with disabilities can be one of the keys facilitator or a serious barrier to their inclusion and participation in mainstream education. Inclusive education provides an opportunity for the development of appropriate attitudes towards people with disabilities. Exposure to students of all types on a daily basis allows typical students to observe that, just like themselves, students with disabilities have strengths and weakness (4). The aim of this study was evaluation of parents of disabled people attitudes toward inclusion in Isfahan city.

[Block 2] Methods

The project was designed to be a cross-sectional study and we decided to gather all information through self-administered questionnaires. In some cases our colleagues help parents to complete questionnaires. In this process 449 questionnaire (268 women and 181 man) completed. The subjects selected randomly from disabled rehabilitation /community centers and institutions who supports disabled and their families. The instrument of this study was PATI (Parental Attitude to Inclusion), previously validated in Iranian population. Data was analyzed by SPSS-22 with descriptive and variance analysis method.

Picture: Visiting of the Disabled Health Road

<Alternative text photo start>

On the picture that located left and bottom of poster there are two symbolic metal wheelchairs in health road near zayandehrud River.

<Alternative text photo end>

[Block 3] Results

Findings of this study indicating that, 94 participant (%20.7) of this study was parents of people with visual impairments, 27 (%5.9) was parents of people with hearing impairments, 36 (%7.9) was parents of spinal cord injuries and 102 participant (%22.5) was parents of children with intellectual disabilities. In present study, attitude of parents of disabled people measured about inclusive education. Mean and standard deviation of scores was $M=42.89$, $SD=4.83$. Spectrum of scores was from 11 to 66. From participants of this project 26.40 percent, had scores below 40 in attitude assessment, that shows negative attitude and completely disagree with inclusion. Although 28.74 percent of participants had attitude scores from 40-43 that shows partially negative attitude toward inclusive education. 32.71 percent of participants had 44-47 scores that shows partially positive to completely agree with inclusive education. Finally, 12.15 percent had more than 47 attitude score that shows completely agree with inclusive education.

Table. Percent of parent's attitude toward inclusion

<Alternative text table start>

The table consists of five columns (Subjects, Completely agree, Agree, Disagree, Completely disagree) and two rows (including header).

Row 1: Subjects: Percent - Completely agree: 12.15 - Agree: 32.71 – Disagree: 28.74 - Completely disagree: 26.4

<Alternative text table end>

Figure. parents attitude toward inclusion

<Alternative text figure start>

The results are presented as column diagram; in four columns the following values are shown for the categories:

Completely agree: 12,15

Agree: 32,71

Disagree: 28,74

Completely disagree: 26,4

<Alternative text figure end>

[Block 4] Conclusion

Regarding results of present study, 55.14 percent of parents who participated in this study was not agree with inclusive education, on other hand totally 44.86 percent of parents who participated in this study was agree with inclusive education. This results is challengeable and need to more discussion.

[Block 5] References

- 1- Dimitrios, K., Georgia, V., Eleni, Z., & Asterios, P. (2008). Parental Attitudes Regarding Inclusion of Children with Disabilities in Greek Education Settings, *Electronic Journal for Inclusive Education*, 2 (3).
- 2- Leyser, Y., and R. Kirk. (2004). Evaluating inclusion: An examination of parent views and factors influencing their perspectives. *International Journal of Disability Development and Education* 51: 271–85.
- 3- Cologon, K. (2013). Inclusion in education towards equality for students with disability (Issues paper). Australia: Macquarie University, Institute of Early Childhood.
- 4- Westwood, P., & Graham, L. (2000). How many children with special needs in regular classes? Official predictions vs teachers' perceptions in South Australia and New South Wales. *Australian Journal of Learning Disabilities*, 5 (3), 24-35.