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**Parents’ Attitude of People with Disability toward Inclusion in Isfahan**

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**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.

**Method:**

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**

**Results:**

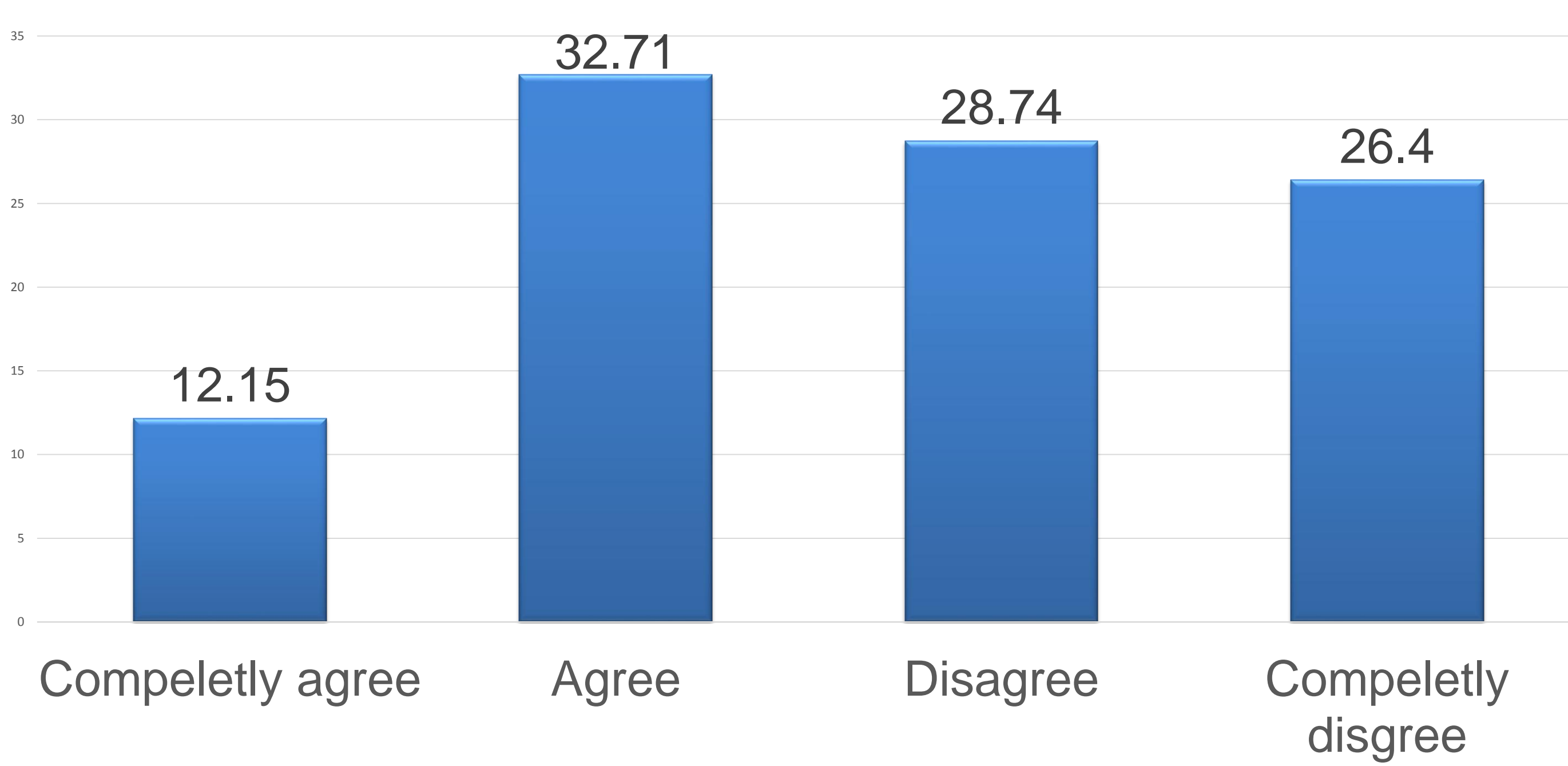
Findings of this study indicating that, 94 participant (%20.7) of this study was parents of people with visual impairments, 27 (%5.9) was parents of people with hearing impairments, 36 (%7.9) was parents of spinal cord injuries and 102 participant (%22.5) was parents of children with intellectual disabilities.

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

| Subjects | Completely agree | Agree | Disagree | Completely disagree |
|----------|------------------|-------|----------|---------------------|
| Percent  | 12.15            | 32.71 | 28.74    | 26.4                |

Figure. parents attitude toward inclusion



**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.

**Reference:**

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