

Parents of Non-Disabled Children on The Education of Their Children In Integrated Classes - A Case Study in Poland*

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Abstract

Integrated classes can follow the curriculum designed for mainstream schools while applying the methods and techniques available in special schools. This solution makes it possible for students with different educational needs to learn in these classes. The aim of the study was to identify parents' views on the benefits of their non-disabled child functioning at a younger school age in an integrated class. For the purposes of the study, the procedure developed for mixed strategies. Triangulation of the data was carried out. A case study method was used, which included a questionnaire, interviews with teachers, parents and analysis of school documents. The study revealed that the vast majority of parents perceive the benefits of their non-disabled child functioning in an integrated class. In addition, two thirds of parents believe that their children's stay in an integrated class has a positive impact on their social development. Nearly half of the parents point to the benefits of their child's functioning in an integrated class for their child's emotional development. Although the parents' statements paint a positive picture of the functioning of a non-disabled child in an integrated class, deeper reflection on their statements reveals a way of organising education in an integrated class that is oriented towards a normative approach, i.e. one that is derived from what is enshrined in formal legal acts such as regulations, orders and guidelines.

Keywords: parents, non-disabled students, integrated class