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Diplomová práce

PARENTAL INVOLVEMENT IN THE EDUCATION OF CHILDREN WITH INTELLECTUAL DISABILITIES WITH REGARDS TO THE IMPLEMENTATION OF INCLUSIVE EDUCATION IN PRIMARY SCHOOLS IN PRAGUE

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Praha 2007

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Declaration: ....

This dissertation is submitted in part-fulfillment of the MA Education.

I, Nabeta-Igeme Alice declare that I have developed the dissertation independently with the use of the resources listed in the bibliography.

I give full permission for this research study to be used for other research purposes.

Date
27ᵏ/7/2007.

Acknowledgement

Abstract

This research focused on parents' involvement in the education of children with intellectual disabilities in mainstream primary schools. The subjects were parents of children with intellectual disabilities in mainstream primary schools in Prague. Five parents and seven teachers of children with intellectual disabilities were selected for this study. After the selection process, the subjects' views were collected through a semi-structured questionnaire. Seven teachers of children with intellectual disabilities whose parents responded to the questionnaire were interviewed by use of a semi- structured interview. The main purpose of the interview was to validate parents' responses to the questionnaire. Data was mainly qualitatively analyzed.

The outcome of the study showed how parents were involved in; their children's education at school and at home, policy and legislative measures, participation in the Individualized Education Programme, teacher classroom involvement, in assessment of their children with intellectual disabilities, parent-teacher collaboration towards children with intellectual disabilities in an inclusive primary school, the interdisciplinary team and the importance of parents advocacy groups towards their children with intellectual disabilities.

Nevertheless, this research outcome will contribute to the existing literature and to the future research to be done. The findings of the research identified some of the problems parents face in supporting their children with intellectual disabilities at school and at home. The results further exhibited the interventions geared towards children with intellectual disabilities and how they can help in shaping those interventions. The research findings will also help me to carry out a more detailed research in my country Uganda. More parents will become more aware of the importance of parental involvement in the Education of their children with intellectual disabilities. They will also be made aware of their rights, roles and responsibilities towards the education of their children in mainstream schools. The study recommends parents to play a more active part in the education of their children with disabilities together with the teachers so that children's potential can be developed to maximum.

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1. CHAPTER ONE

1.1 Introduction

The involvement of parents in inclusive schools should not be underestimated. They should not only be seen as clients of education but also as participants. They should have a significant role and voice and be informed concerning all details of planning, implementation, evaluation and the structure and content of the co-operation between the school, outside agencies and the professionals.

Parent and teacher involvement was found to be very important in the Education of children with disabilities. From the research carried out by various countries, schools where parents and teachers had good relationship, gained better results in both teaching and learning, than those which did not involve themselves (Mphohle, 2000). Therefore, the purpose of this research is to examine the levels of parent involvement in the Education of their children with intellectual disabilities in inclusive schools. I am interested in primary school pupils with diagnosed mild intellectual disabilities. I want to find out the kind of support parents in Prague provide to their children with intellectual disabilities; such as supporting their children in class, participating in designing and evaluating the Individualized Education Programme. Additionally, I will find out how parents help their children at home with school tasks; such as homework, attending parent-teacher conferences and meetings, parental involvement in the interdisciplinary team and the importance of parents support groups/advocacy groups towards children with intellectual disabilities. Finally, I will find out how teachers relate with parents of pupils with intellectual disabilities.

1.2 Background

There is a global concern about the education of all children with disabilities although the past few decades have witnessed some positive focus on people with disabilities in general and children in particular. The reason for this is partly because of the increasingly heard voice of individuals with disabilities and their advocates from national and international non governmental organizations. Another reason for providing education to children with disabilities can be attributed to the growing attention paid to people with

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disabilities in the framework of human treaties and the United Nations human rights treaty bodies.

It is common knowledge that the trend towards inclusion is fuelled by a number of initiatives and treaties, including the United Nations Convention on the Rights of the child (UNICEF,1989), the United Nations Standard Rules on the equalization of opportunities for persons with disabilities (1993) and the Salamanca Statement (UNESCO, 1994). Together, the international and national documents recognize the human right of all children to Education which is inclusive.

For both the international and national treaties and initiatives in regards to inclusive education to succeed, all stakeholders need to work as a team especially parents as key players in the implementation of inclusive education.

Generally, in developing countries like Uganda, most parents do not involve themselves in the education of children with intellectual disabilities as they regard them as 'useless' and non-achievers. Parents would wish to associate themselves with successful children with potentials of helping them in future when they grow old (Lindsey, 2003). And where there are meager resources, parents may not be able to send all their children to school. In such a situation parents are most likely to send to school the children they believe will profit them in future. They believe that a disabled child will not be able to work in later life so she/he will be among the last to be considered. Some parents are also not aware that such children do have the potential to learn and acquire skills if properly handled and facilitated. According to Chaube (1998), some parents are illiterate and unaware of the importance of education in human life. They do not send their children to school even if they do send them; they remain indifferent towards educational progress of their children.

Even with the introduction of Universal Primary Education (UPE) in (1997), where the role of parents was outlined, still some parents do not take their children with intellectual disabilities to school. And sometimes when they do they do not play their rightful roles and responsibilities; such as giving them books, pens, pencils, uniform and lunch, monitoring their progress both in school and at home and transporting or escorting them

to and from school. According to studies carried out in Uganda, one of the reasons causing a high dropout rate in UPE schools is the refusal or, negligence of some parents or guardians to provide (food) lunch and other necessaries for the child/pupil (Kasozi, 2007).

'Can you imagine a child going without anything from 10.00 p.m. the previous night to 6.00 p .m. the next day when they get back home from school?'
(Kasozi, New Vision, 4 July 2007)

What a ridiculous irresponsibility of the parents to leave the children/pupils without providing lunch for them at school! Refusing or neglecting to provide lunch definitely contributes to intellectual disability. What those parents are doing contravenes with the children statute, 1996 section 7 which states clearly that the duty and responsibility of looking after their child is for the parent of the child.

Parental responsibility means: all rights, duties and authority which by inherent a parent of a child has in relation to the child.

The duties and responsibilities under parental involvement include the duty to provide the child with: food, clothing, education and guidance. Therefore, children especially at school should be provided with lunch to enable them be attentive and develop intellectually.

If I make a step in the Czech Republic, the constitution of the Czech Republic, No. 1/1993 provides: the Right of All children to be educated. This implies that the Government and parents bear the responsibility of providing the children with basic education. In Czech Republic like in most countries, good policies exist to advocate for the rights of people with disabilities including the right for Education for all people regardless of their social, cultural, economic or political differences (Czech National Report, 2004). According to the Education Act 561/2004, the role of parents in the education of children with disabilities was stressed. Therefore parents are expected to

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actively participate in all issues concerning their children with disabilities; approving the placement of the child because it is the right of a parent to choose a school for his/ her child. Further still the assessment as well as special education support must be done with the parent's approval. Parents are involved in the planning and decision making of issues concerning the child's well being. This confirms why the Individual Education Plan/programme cannot be implemented without the parent's signature. Unfortunately the practice does not seem to reflect the expectation of the country's policies.

Parents of children with disabilities face unique challenges of ensuring their children's educational, social, and emotional development. An important step toward the successful navigation of these challenges is parent involvement with their children's schools and other support organizations (Floyd and Gallger, 1997). The 1997, reauthorization of the Individuals Disabilities Education Act (IDEA, 2004) was in support of promoting parent involvement in their children's Education programs. Similarly, the community Based Rehabilitation Alliance is an indigenous non-government organization and its aim was to increase the rehabilitation services in the country as well as reduce society attitude/ barriers towards people with disabilities and enhance the participation of these people (Disability Advocacy in Action, 1999).

It is believed that parental involvement in the life of the school, to be a positive influence upon pupil's progress and development (Schaefer& Ryon, 2004). Parents are critical to child's success during the school years (Ballantine, 1999). Parents are the prime implementers of inclusive education. They advocate for their rights in order to advocate for their children with intellectual disabilities. Besides the parents also educate their children in self- advocacy so that they are not denied their rights. Having all the above into perspective there is no doubt that parents input is urgently required if inclusive education is to succeed.

The purpose of this research was to examine the extent to which the parents and teachers were involved in the education of children with intellectual disabilities in a mainstream primary school. The kind of education support parents provide to their children with

intellectual disabilities at school and at home. The outcome of this study will help me to conceptualize and be able to carry out an in-depth research back home (Uganda) in order to support and strengthen parental involvement. The promotion of adaptation and inclusion, create more awareness to parents and teachers so that the policy measures have an impact in the classroom situation.

1. 3 Objectives

The objectives of the study were:

(a) To explore how parents and teachers co-operate in assisting children with intellectual disabilities.

(b) To explain the kind of support parents provide to their children with intellectual disabilities in the mainstream school.

(c) To explain the kind of support parents give to their children with intellectual disabilities at home.

1.4 Research questions

The research questions for this study were:

(a) How do parents and teachers work together in order to assist children with intellectual disabilities in a mainstream school?

(b) What kind of classroom support do parents provide to their children with intellectual disabilities in a mainstream school?

(c) What kind of support do parents provide to their children with intellectual disabilities at home?

1.5 Operational definitions of terms used in the research study:

- *Intellectual disability:* Refers to a child whose mental, social physical and emotional functioning may be below his/her age mates and therefore there will be need for a modified programme to cater for his/ her individual needs.

- *Parental involvement:* Refers to the roles played by a parent in the education of his/her child with intellectual disability.

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- *Inclusive education:* Refers to any type of education that allows all children regardless of their abilities and needs to learn together.
- *Mainstream school:* Refers to a school that provides education to all pupils but with additional support needs.
- *Advocacy:* Refers to parents' demands for the rights of their children with intellectual disabilities.
- *Individualized Education Programme:* Refers to activities planned for a child according to his/ her individual educational needs.
- *Assessment:* In this context will refer to the process of finding out the strength and needs of the child in order to design an appropriate plan for him/her.
- *Policy:* Refers to education concerns that have been officially agreed and adopted by the government for protection and promotion the rights and wellbeing of children with intellectual disabilities.
- *Interdisciplinary team:* Refers to a group of people from different disciplines that join together to problem solve and develop educational and behavioural plans.

1.6 Scope of study

The study was confined to mainstream primary schools in Prague (Czech Republic). The subjects were five parents and seven teachers of children/pupils with mild intellectual disabilities, in mainstream primary schools.

1.7 Significance of the study

Since 1989, there has been a progressive process of change in the Czech Republic Education system. All those changes have opened the space of a wider differentiation and individualization of Education. Therefore due to the complexity of Inclusion, the role of parents in the education of their children with disabilities was emphasized (Csanyi, 2006), because families have an inherent major influence on their children's progress and achievements in school and through life. When schools and parents/families work together to support learning, children tend to do better in all school activities, stay in school longer, and like school more (Henderson et al, 2002). I am optimistic that this study is important and relevant because it is going to benefit all the stakeholders in

matters concerning the education of children with intellectual disabilities in a mainstream school. Such stakeholders like; parents, teachers, legislators, policymakers, academicians, professionals and children with or without intellectual disabilities.

1.7.1 Importance of the study for Prague

I have had the opportunity to peruse the available literature and from my own experience, I have observed that most researchers have concentrated more on teachers' attitude or perception towards children with intellectual disabilities than on parental involvement. However despite the rapid progress in the Czech Republic in regards to the area of intellectual disabilities I am convinced that the study on parental involvement in education of children with intellectual disabilities was relevant and needful for people in Prague (Czech Republic). Nevertheless, it seems that some parents are not aware that their children with intellectual disabilities can benefit from the mainstream settings. Moreover, it should be commonly known that parents are the prime implementers of inclusive education and without their involvement, full inclusion may not be realized by 2011 as adopted during the Salamanca conference, 1994 in Spain. Furthermore the study will promote parental involvement in their children's education. More parents will become aware of the benefits of their active involvement in school, at home and in the community. They will also appreciate the outcome of placing their children with intellectual disabilities in a mainstream school as well as advocating for their rights. The study will promote adaptation and inclusion; create more awareness to parents and teachers on the importance of their input in the education of children/pupil with intellectual disabilities in a mainstream school. The promotion of parent- teacher partnership will be emphasized in order to bridge the gap between home and school. Parents, teachers, children with and without disabilities, policy makers and the general public will benefit from this study.

Certainly, teachers will benefit from the study, by becoming more aware of the importance of working in partnership with the parents in order to meet the diverse needs of children in a mainstream school settings while, the children/pupils will benefit from this study by becoming aware that inclusion of children with disabilities in a mainstream

school/classroom helps them to develop; positive attitudes, social skills and model appropriate social behaviours. In one of the primary schools I paid a visit in Prague (Czech Republic), I came across some parents of children with intellectual disabilities and they told me that their children in the mainstream schools progress more than those in Special schools because they learn and receive help from the 'normal' children. Kamp (2007) observed that placing children with disabilities (intellectual disabilities) in a mainstream school provides them with an opportunity to learn from their peers because the peers model acceptable social behaviour. Furthermore, there is no doubt that involving peers without disabilities with peers with needs gives pupils a positive attitude towards each other. Children are the future leaders in the next generation, therefore promoting inclusive education gives an opportunity to learn from each other and helps to develop social attitudes.

1.7.2 Importance of the study for Uganda

The study will help me to adapt the good practices from Prague to my home country Uganda. I intend to use this research to persuade the policy makers to formulate relevant education policy measures that will emphasize parents' involvement in the education of children with intellectual disabilities. I will use this study as an authority to solicit funds from local and international donors authorities or, agencies to conduct awareness-workshops, short courses or, seminars for parents, teachers, civic leaders and the general public. These activities have to be concerned with the good and importance of parental involvement in the education, especially at this time when many children are dropping out of schools because parents are not executing their rightful roles of providing children with the basic requirement for educational needs. It will guide headteachers and teachers to become more vigilant in sharing information with parents of children with intellectual disabilities and help them to access all services like other children without intellectual disabilities.

Parents also may, use this research study to advocate for their own rights as parents of children with intellectual disabilities.

2. CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter basically focuses on the definitions of some key terms in the dissertation and variable of interest as; policy and legislative measures, parent involvement in the classroom work, parents participation in the individualized education programme, parents involvement in the assessment, parents involvement at home, teacher classroom support, parent-teacher collaboration, parents involvement in the interdisciplinary team and the importance of parents' support/advocacy groups.

2.2 Definitions of terms/ Clarification of concepts

For clarity the concepts relevant to this study are described below:

Parental involvement, Education Act 2001 (ESEA) defined parental involvement as the participation of parents in regular , two-way, and meaningful communication involving student academic learning and other school activities including their children's learning;

- Being actively involved in their children's education at school.
- Serving as full partners in their children's education and being included, as appropriate, in decision-making and on advisory committees to assist in the education of their child (Dwyer, 2003).

Similarly, centre on families (1992), defined *parental involvement* as an action or interaction that is taken by a parent towards his or her child to support the educational goals of children in context of home, school and community.

According to AAMR (2002), *Intellectual disability:* is a disability characterized by significant limitations both in intellectual functioning and in adaptive behaviour as expressed in conceptual, social and practical adaptive skills. The assumption behind this definition is that limitations in present functioning must be considered within the context of community environments typical of the individual's age peers and culture. Within an individual, limitations often coexist with strengths. It is also believed that with appropriate personalized supports over a sustained period, the life functioning of the person with intellectual disability generally will improve. Jenkinson (2001) defined

intellectual disability: as a state where a pupil/student demonstrates significant deficit in adaptive behaviour and academic achievement, and demonstrate intellectual functioning in two or more standard deviations below the mean on an approved measure of cognitive functioning.

Inclusive Education: is when all children and young people with and without disabilities or difficulties learn together in ordinary school provision with appropriate networks of support and enabling all students to participate fully in the life and work of mainstream setting whatever their needs (Restemier, 2002).

According to UNESCO (1994), *inclusive education* is a process and a strategy of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion within and from education. It involves changes and modifications in content, approaches, structures and strategies, within a common vision which covers all children of the appropriate age range and a conviction that is the responsibility of the regular system to educate all children.

Individualized Education Programme (IEP): is a written description of an appropriate instructional program for a student with special needs. The use of an IEP in the classroom is to establish the pupil's current performance level, accommodation necessary in the class, subject areas impacted by the student's disability, schedule modification and parent or guardian's concerns (UNESCO, 1994).

Individualized Education Programme: is a working document relating to planning, teaching and reviewing progress. It records short and long term targets and strategies for individual pupils that are different from, or additional to those applying to the rest of the class or group (Farrell, 2003).

Mainstream school: is a school that provides education specially suited to the additional support needs of children selected for attendance of that school by reason of these needs (SCOTTISH COUNCIL FOR RESEARCH IN EDUCATION, 2007).

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2. 3 Policy and Legislative measures on inclusive education in relation to parental involvement in the education of children with intellectual disabilities

For many years worldwide, children with various disabilities have been marginalized hence; new social policies/ legislations, awareness and adjustment programmes are inevitably needed to prevent disability and promote equal opportunities for children/ persons with disabilities.

At the global level, the year, 1981 was declared the International year of disabled persons. This was followed closely by the adoption of the world programme of action concerning Disabled Persons in December, 1982. The purpose of the world programme of action was to promote effective measures of prevention of disability, rehabilitation and realization of the goals of 'full participation' of persons with disabilities in social life and development of "equality". Many International responses to the challenges of education for children with disabilities are based on social human rights of children with disabilities to participate in; education, employment and lives of dignity. It is estimated that more than 90% of children with disabilities in developing countries do not attend school.

The observation is that, the schools often do not give quality education that responds and relevant to their diverse needs. Some parents are not aware of the existing policies that concern the education of children with disabilities regardless of the nature of the impairment. People with disabilities are at high risk of becoming illiterate which often leads to restricted possibilities to education and employment. Disability is a major cause of social exclusion. It may even lead to marginalization in family, school and community (UNESCO, 2005).

This was one of the reasons that led the United Nations Organisation to cause member government to address the issue and problems affecting people with disabilities (UNESCO, 1999). During the Jomtien Conference in (UNDP, 1990, p.4), the World Community acknowledged individual differences. Article one of the World Declaration on Education for All says; 'every person, child, youth and adult, shall be able to benefit from educational opportunities designed to meet their basic learning needs'. This policy

was incorporated in 1993 of the United Nations Standard Rules on Equalisation opportunities which, argued member states, to ensure that the education of persons with disabilities is an integral part of the education system.

Similarly during the world conference on Special Needs in Salamanca, Spain in 1994, all member countries, the Czech Republic being one of them reaffirmed their commitment to Education for All and one of their proclamations was:

'Every child has a fundamental right to Education, and must be given the opportunity to achieve and maintain an acceptable level of learning.' (UNESCO, 1994:3)

The American Individuals Disability Education Act (IDEA, 2004) and Britain Education Act (1981), National Legislations specifically provide the rights for parents to participate fully in the process of assessment and decision making. Research by (UNESCO, 1986) indicated that in many countries Czech Republic inclusive, parents have inherent rights to be involved in discussion and decision making concerning their children. Their rights are incorporated in the legislations. Such rights include the right to information, access to records, participation in assessment and in the development of plans to meet the child's progress.

In order to promote inclusion, the Czech Republic formulated a National policy towards persons with disability which was approved by the Government in 2004; it included children with physical, sensory and severe mental disabilities. It ensured that pupils receive a national financial support so that parents could make decisions about child placement and schools should issue; curriculum, instruction, resourcing and personal care.

Furthermore in the Czech Republic the support of students/pupils with disabilities is described by the ministerial regulation on integration No.16138/1998-24. This document specifies the way of financing pupil's support and services as well as the roles, responsibilities and participation of school, local and regional educational authorities,

guidance system, parents and other partners to support inclusion/integration. The Czech Republic Government Resolution No. 256/1998, contains the main aims, tasks and principles for implementing the inclusion policy into practice concerning, health, social and education policy.

Certainly parents' participation in the children's education usually improves the performance especially for children with intellectual disabilities. Evans (1995) noted that in developed countries, parents over the years played a crucial role in formulating and implementing policies on the integration of children into regular schools by lobbing for better services and rights for their children with intellectual disabilities. In the same way a study conducted in Lesotho, Eberson (2000) observed that, the Ministry of Education involved the parents just by inviting them in several meetings in which they planned the implementation process of the policy. This was a good opportunity, mostly for mothers, to lobby tirelessly for their children to be included in their local schools and in their communities.

Cotton and Reed (1989) overwhelmingly demonstrated parents involvement in children's learning was positively related to achievement and the more intensively parents are involved in their children's learning; the more beneficial are the achievement effects. Parental choice is an important issue in the Czech Republic, Luthuania, UK and Netherlands (THEMATIC PUBLICATION, 2007). Generally, parents assume that they have the legal right to express a preference for the school they would like their children to attend.

In Slovakia, for instance although parental opinion is needed, the decision for the transfer of a pupil from one school to the other lies within the competence of the headteacher (Special Needs Education in Europe, 2003). The ideological rationale is that people affected by decisions of public instruction should be involved in making those decisions. Similarly, Schaefer &Ryon (2004) acknowledged parental involvement when they stated that, change is most likely when those affected are involved in the planning and decision making. Researchers indicated that nothing creates more of a sense of than being

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involved in ownership day to day school activities (Antunez, 2000; Hammad & Koki, 1998 in Marzano, 2003:6-13).

'Although the involvement of parents in school systems does not fix everything, but it does help out a lot in mostly all situations.' (Antunez, 2000: 2)

2. 4 Parental involvement in the education of children with intellectual disabilities in classroom/ school work

In this context the term involvement includes different forms of parent participation in education with schools. Parents of children with disabilities have a vital role to play in the education of their child. This fact is guaranteed in federal legislation that specifies the right of parents to participate in the educational decision making process (Surjan, 2002). A notable shift in the expected role of parental involvement in the schools includes, new provisions, increasing parental notification requirements, parental selection of educational options and parental involvement in governance (ESEA, 2001). The vision of the law was to have parents who are informed about the concerns of their children and empowered decision makers in their children's education. Parental involvement in school systems is a vital part to the success of many different types of people's empowerment. Although there are many conflicts that occur while trying to get the parents involved in the school systems, all this leads to increased academic success, and proves that parents input is appreciated. Kamp, (2005), observed that including children with intellectual disabilities into mainstream classrooms benefits them academically and more importantly, it helps them to develop social behaviour and their classmates benefit too. Similarly one parent noted and appreciated the achievements her son made in two years in an inclusive school in terms of communicating in his academic work and the development of his social skills (Draft convention Report, 2006). She also believed that the benefits of inclusion were also extended to teachers and other students (Draft Convention Report, 2006). Parents aspire to having intelligent and able children who will achieve and be able to meet societal expectations of being productive (Lindsey, 2000). Therefore people with disabilities and their parents are at a risk of being undervalued and stigmatized.

Many people internalize these values and may feel that they have failed in their own eyes as well as in those of others. On the other hand some parents pressurize their children to achieve high goals. This normally makes them develop low self-esteem and sometimes become unconsciously hostile towards parents and develop negative attitudes towards them and school. Likewise, some parents may show very little interest in their children's activities (Chaube, 1998). They are neither concerned about the children's education, nor encourage them to do well in school. This affects the child's attitudes towards themselves and school. Parents can support their children's schooling by attending school functions and responding to school obligations. Fullan (1998) observed that parents are their children's very fast educators. They have knowledge of their children that is not available to any one else with vested and committed interest in their children's success and they also have valuable knowledge and skills to contribute (Fullan, 1998). In the Czech Republic some parents participate in parents meetings, yet others go beyond and check on the progress of their children with intellectual disabilities. However there are still some parents who seem not to be interested in the education of their children. Such parents rarely respond to school demands or volunteer to assist in any of the school activities. Nevertheless, with Government effort of promoting parental involvement and various non-government organizations in place it is hoped that parents will get an opportunity of being sensitized on the importance of educating and getting interested in their children's education. At the same time parents will exchange their experiences and therefore share and learn from one another.

Research carried out in one of the schools in England, Petit (1989) found out that parents were actively involved in the classroom with the teacher. Parents gave instructional support, games and activities with bulletin boards. In the same way parents with experience could be asked to participate in classroom instruction or act as classroom reading or writing tutor helping one or two children who were experiencing difficulty. However parents who could not participate in the classroom were normally advised to provide supportive instruction at home using strategies and methods similar to those being used in the classroom. The same view was reflected by Simic (1991) when he

carried out an investigation in one of the schools. He found out that according to the rules of that school, parents were supposed to participate in the classroom by working the determined number of classroom work days per month. The findings revealed that their involvement created greater school enjoyment, minimized behaviour problems and better social skills. Therefore, it is important that parents should be informed about policies, procedures, aims and expectations that exist in the school but particularly in the classroom.

It is common knowledge that all children benefit socially as an inclusive school community is one where all contribute, accepted and all are valued for who they are. In order for inclusive schooling to be practiced in the current social, fiscal and political climate parents must demand and advocate for the rights of their children. Strategies should be put in place to change the attitude of many of our administrators and educators to enable them to take on their responsibilities, to focus on what can be done as opposed to finding excuses not to try to provide training/information sharing opportunities and to develop real partnership with parents (Bunch& Valeo, 1997 in Udvari-Solner 1993:86-114). Findings from research showed that parental involvement in the life of the school has a positive influence upon pupils' progress and development. This included help from the classroom- head, educational visits and attendance at meetings to discuss child's progress.

In the Chicago evaluation, Bryk and Associate (1998) cited in Fullan, 1998: 11-32), observed that schools that were more successful were found to be committed to developing the engagement of parents and community resources. Lloyd (2003) observed that parent-teacher relationship and parent, teacher and student allows all three people to have a shared understanding of learning goals and this normally tends to build confidence in a child.

2.5 Parental involvement in assessment procedure of children with intellectual disabilities

Assessment: In this context refers to the process of finding out the strength and needs of the child in order to design an appropriate plan for him/her.

Parental involvement in the education of children with intellectual disabilities is very vital if the strength and limitations of a child are to be explored. In all central European countries, the necessary assessment and decision in regards to the child are made at certain psychological- educational advice or expert panels (Csyanyi, 2006). This is the time when the suggestion is made for the child to either attend a special school or a mainstream school. However the final decision is made in the presence of the parent who must sign the final expert opinion. Parental choice in the child's school placement is very important in the Czech Republic, as parents generally assume that they have the legal right to express preference for the school they would like their child to attend and they have the last word in the process. In other countries the role of parents seems not to be similar.

In Hungary, for example parents have only the right to appeal against the suggestion of the expert committee's suggestion at the town clerk of their local authority, which normally sends the child to another committee for assessment (THEMATIC PUBLICATION, 2007). If the second decision is equal with the first and the parents are still not satisfied they may go to the court. This almost never happens as the expert panels usually negotiate with the parents.

In Slovakia although parental opinion is needed, the decision for the transfer of a pupil to a special school or a mainstream school lies within the competence of the head teacher from a special school (THEMATIC PUBLICATION, 2007). The results of the assessment can be the placement in a special or mainstream setting. The expert's opinion contains the decision about the placement, the description of individual needs, the main ways how they are to be met and the additional necessary support in case of a mainstream setting. Assessment must be reviewed after a certain time in Hungary. This means one year after the assessment and later on every third year. So a revised assessment may

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change or reinforce the earlier decision as children may develop sufficiently or better or worth in a given school.

In the Czech Republic the head of a school is obliged to initiate the change of the placement of the student whenever his/her situation seems to change. However the change will only be effected with the parent's consent. This means a free track from special school to mainstream and vice versa.

2.6 Parents' participation in the Individualized Education Programme (IEP) for children with intellectual disabilities

Individualized Education Programme: In this context is used to refer to activities planned for a child according to his/ her individual needs. IEP is very vital in a child's education especially for children with disabilities because it addresses the needs of individual children.

All children have their own specific possibilities, despite their limitations parents play an active role in the development; implementation and evaluation of individual programmes. And on some occasions they can serve as a pair of extra hands in or outside the classroom (Saivayrynen, 2000). Besides, it creates an opportunity for teachers, parents, school administrators, students and other professionals that provide service to work together to improve educational results for children with disabilities. IEP is the cornerstone for quality education for each child with a disability. Countries providing special education needs facilities within the mainstream school, stress the view that the curriculum framework should cover all pupils with some necessary adaptations made (Kaprova, 2006). This is mostly done in terms of IEP in most countries in Europe to specify the pupils' needs; long or short term goals for the individual child with special needs.

Children with intellectual disabilities can receive IEP, which is tailored in co-operation with the education and psychological counseling (Kaprova, 2006). The diagnosis is made by professionals in company of a special teacher and the parent. These individuals pool knowledge, experience and commitment to design an educational program that will help

the student/pupil be involved in, and progress in the general curriculum (IEP Guidelines, 1999).

The programme aims to advice the educational and pedagogical work in general, inform the parents about the principle education options and permit an approximate evaluation of the child progression (Smith, 2005). It is essential that parents actively participate in the programme design because they know students/pupils in a range of settings and situations. Often the parent is the first to notice small but significant changes in skills and behaviours. This might have been one of the reasons why Congress passed the IDEA Act 2004, which was intended for parents to become partners in the development of appropriate education programs for their children (Allan et al, 2003). Furthermore in order to accomplish this mission, parents were accorded substantial rights to examine all records relative to Special Education process. The team members of the interdisciplinary team need to fully understand and identify students / pupil's strength and educational needs in order to complete an evaluation. Parents need to give the team any helpful information they have about their child, because they need to list all the support and services required. The description should clarify what modifications, materials and teaching strategies are used and the main goals they would like to see addressed in the coming year (IDEA, 2004). It is not surprising that evidence from research and practice revealed that parents, who are actively involved in their children's learning projects, are seeing their children's development and learning progressing.

2.7 Parental involvement in the education of their children with intellectual disabilities at home

One of the most crucial roles of the parent during inclusion is the regular support of the child, almost often contact with the school and the thorough observation of the development of their child. Parents should not leave all the duties to the headteacher and the classroom teachers.

'Every family functions as a learning environment, regardless of its background. In this respect, every family has the potential to support and improve the academic achievement of its children.' (McDermott & Rothenberg, 2000:13)

This can be realized when parents hold high expectations for their children and by encouraging them to work hard. However failure of that should not stigmatize the child and his/ her parents but instead they should come to terms with the prevailing situation and focus on the child's strength other than the weaknesses. Coming to reality, the support of parents will lead children with intellectual disability grow up with good self esteem and making a contribution to society.

Parents can certainly play a major role in providing the encouragement, environment and materials necessary for successful studying to take place. They can provide routine for study and homework, provide books, supplies and a special place for studying and offer to study with the child periodically (Peng &Wright, 1994). Parents can have frequent and systematic discussions with their children regarding school work. Apart from that, parents can provide a monitoring role by monitoring the time spent doing homework (Peng & Wright (1994), monitoring when children return home from school and what they do after school (Ho Sui-Chu& Willms,1993 in Marzano, 2003:11-20), and monitoring the extent to which children watch television. Therefore, this does not mean that parents should be overprotective to their children because this will deny the child's freedom and opportunity to become independent and therefore they may not learn to take responsibilities for their lives and their school work. Monitoring and supervision of children's activities will unable the parent to plan and support his/her child appropriately in school and home activities (Finn, 1998).

Research evidence suggests that children benefit a lot when their parents provide support, encouragement and direct instruction at home and when home school communication is active. Children who receive parental help develop interest in learning, self confidence and improve in their academic performance much better than children who do not.

The Government of the Czech Republic appreciates and encourages parental involvement in the education of children with intellectual disabilities. Parent participation and co-operation is regarded as essential to good programming. Goals being pursued at school can also be pursued in the home where the context of the leaning is often more comfortable and secure for a child. The chances that skills learned both at home and school will be generalized are greater in these instances (Ashman and Elkins, 1998). However minimal parental involvement in schools has proved to be an international cancer. Research shows that majority of parents have little contact with the schools which their children attend (Epstein, 1990). Based on the information gathered from some schools, this phenomenon is not very different from the trend taken by parents in Prague. There is no doubt that parental involvement is very important that even highly competent specialists at school do not produce gains comparable to those obtained when students/pupils are tutored by their parents at home (Epstein,1990).

2.8 Teacher Classroom support to children with intellectual disabilities in a mainstream school

All children have the right to learn in a positive, supportive environment where emphasis is not on being 'the best' but being 'the best they can be' (OECD, 1995).

Teachers are the implementers of school program especially classroom activities. Their goal is to educate all pupils. Pupils spend most of their time with the teachers. Attitudes of regular teachers depend on their experience with students with special needs education, their training, the support available and some other conditions, like class size, workload of teachers and the level of education (Csanyi, 2004). Therefore in order for the teachers to perform their work effectively they need to have the professional competencies, professional knowledge and skills to be able to teach diverse categories of children in mainstream schools. It is important for teachers to remember that all children are individuals and each comes with unique combination of strengths, needs and learning styles into the classroom.

Besides, the Czech experts stress the national strategy in the process of improving the process of inclusive education, to focus on the class teacher as the most important

element of this process (Czech Republic, 2003). Siska (2005) noted that, the highly inflexible curriculum approach to education in Romania has been sited as a problem for children with intellectual disabilities. These children also require training in basic independent living skills, in addition to academic skills, to pave the way for social integration and self sufficiency. Therefore it will be wrong for the teacher to teach everything in the syllabus because some children with intellectual disabilities may not need to be taught everything from the recommended syllabus. They may not need to be prepared to sit for the final examination. All what the teacher needs to do is to continuously assess their special educational needs and teach them according to their abilities. There is a need in education to provide appropriate progress within a setting that caters for a holistic coverage of the child's potential.

The curriculum should be differentiated so that it suits their individual needs. Inclusive education benefits all children academically by providing effective learning for each child that acknowledges what he/she already knows and how he learns best (Udvari-Solner, 1993). According to (Houten 2006, cited in Kabazi, 2006:3), inclusive education was to be arranged in regular schools by putting the necessary professional competencies in place. To date, the implementation of these policy intensions is to some extent depressing. Most of the legislations are just in theory. Apparently these have to do with the way of functioning of common schools, partly with the resistance of teachers on traditional methods of perceiving things and lack of professional knowledge and skills due to lack of special education training in teacher training colleges. Additionally research conducted on mainstream schooling in Hong Kong, showed that pupils with learning difficulties or intellectual disabilities or behavioural problems pose more challenges of maintaining discipline, and great workload of writing individualized educational programme in order to meet varied needs of children as well as struggle to balance the academic standards among students (Pearson et al 2003: 489-508).

According to available literature and experience from practicing teachers, the above situation may not be very different with what the teachers in the Czech Republic are experiencing. Research (Asante, 2004) showed that teachers tend not to make radical

changes to their existing teaching practices in response to having a pupil with severe or profound intellectual learning disability in their classroom. Therefore in order to solve some of the challenges in the classroom, teachers need to be equipped with relevant skills of managing children with disabilities in a mainstream school. Teachers should seek assistance from their colleagues who have the expertise in the education of children with intellectual disabilities. Teachers need to work with parents in order to maintain continuity between school and home. It is believed that when pupils practice what they have learnt at school at home they tend to achieve a lot more than when they only work while in school.

2.9 Parent-teacher collaboration in the education of children with intellectual disabilities in a mainstream school

The reason for discussing parent-teacher collaboration is prompted by the fact that in the past there has been a very loose collaboration between the parent and the teacher in the effort to promote the education of children with intellectual disabilities. Parents of children with intellectual disabilities are often faced with very difficult decisions as their son or daughter makes the transition from home or special school to a mainstream school (Margaret et al, 2005). Parents are expected to fully participate as partners in the transition planning process. Unfortunately some parents had a false belief that, whenever they take their children with intellectual disabilities to school, they think it is the duty of the teacher to do everything. This is wrong. It is high time that such parents are reminded that education of a child of any nature must involve full participation of parents, teachers and other stakeholders like the psychologist (Oketch, 1994).

Therefore it is important for parents to receive critical information about the broad program of the school in order for them to see how best they can fit in. For better coordination and partnership, the school/teacher may schedule information and training sessions for parents in order to ensure that they are fully educated about their roles and responsibilities towards their child in regards to an inclusive school.

Research shows that children do better in school when parents talk often with teachers and become involved in the school. Parents who participate in school activities and events will have added opportunities to communicate with teachers (Research Report, 2006). Parent-teacher partnership is one of the most important practices in special education. Family involvement is important to the success of children with intellectual disabilities in regular schools as it can bring a wealth of knowledge about their child that the school might not have previously been aware of (Lipsky cited in Loreman et al, 2006: 13-41). Parents' in-depth knowledge of their child's needs and abilities can help school and teachers to decide appropriate learning tasks, environments and teaching styles (Hayes, 1999 in Loreman et al 2006: 36-41). Research revealed that while parents may not be educators themselves, there are no doubts that they are the only adults in the educational process who have been and will continue to be deeply involved throughout the child's school career (Logsdon, 2007). Hence they bring their years of experience in other professions and aspects of life to the process. In countries like USA and UK, more parental involvement in education and planning and school programmes and activities are encouraged. Working together is even more necessary in planning educational programmes for children with intellectual disabilities; because the nature of their learning is unique and their problems and needs are individual therefore they need extra support in order to succeed. It is believed that the first contact of a parent and a teacher is very important. Hence it is the time when the parent is building a rapport and developing a relationship of trust (Research Report, 2006). This gives parents an opportunity to meet one another without waiting to be called because of unpleasant information about their child; unacceptable behaviour or report a child's tack of progress.

Similarly Coleman (1998) suggested that parent commitment can indeed be sustained and strengthened by collaborative teacher attitudes, expressed in and through their practices, strong connections with the home are essential to the task. However on the other hand some parents just send their children to school without caring to know the teachers of their children. It is even unfortunate that some parent do not even respond to school invitations such as open days, meetings or sports days, yet this would have been the time for them to discuss the child's progress.

Additionally, Petit (1989) observed that parent also need to inform the teacher about anything going on at home that may help the teacher to understand the child's behaviour and performance at school. Parents could communicate with the teacher on how the child's reading or language is progressing at home (Petit, 1989). School work should be carried on even at home for all students but more to children with intellectual disabilities because they need extra help in order to try to cope with other children in the class. Teachers should take the initiative to work side by side with the parents because parents are well placed to act as teachers of their own children as they are with them most of the time and therefore know their interests, abilities and limitations better than anyone else.

However, a survey carried out in the Czech Republic revealed that the public did not believe that homework was important Kotasek, et al. (1998). Some parents feel that the activities given to children at school are sufficient and therefore they should not be bothered with more work, hence children are meant to rest after a day's hard work. The United General Assembly 1994 in America recognised that the effectiveness of classroom processes in promoting student learning is to a substantial degree influenced by collaboration amongst teachers, parents and learners. When a child realizes that his parents and teachers are working together it shows him that his parents are interested and that they share the aims of his/her teachers. 'Educators are increasingly aware of the importance of involving parents in the Education of their children' (Epstein et al, 1995). Research shows that parent involvement improves student achievement. When parents are involved, children do better in school. A similar view was shared by the study of public agenda (1999) in USA, when parents and teachers typically agreed that increased parental involvement can make a significant difference in student performance.

On the other hand the Public Agenda study (1999) showed that although parents agreed that their participation was necessary, many parents experienced difficulty in finding the necessary time to be involved in their children's education due to family economic burdens. As a result teachers, parents and parental involvement organizations are partnering to find creative ways for busy parent to contribute to school activities and participate in home activities with their children. Thus, plans are to ensure that meetings

and related activities are organized near parents' homes. Research carried out in one of the Regions revealed that school enrolment was more in the Region where strong parent involvement was found 53.8% while 46.2% was found in schools that did not have strong parent involvement (Mphohle, 2000). It is also believed that academic success can be achieved if a positive relationship is developed between a child's home and school to reinforce and create continuity in what is learnt at school and home.

Parents and teachers need to make the effort to be involved with children's life and it will lead them to better success not necessarily in academic success but in other areas too; such as curricular or social activities which may aid the child to fit in society in order to live a happy independent life in the community. Notably, the extent to which parents and the community at large are supportive and involved in a school appears to be one of the features of good effective parent and community involvement communication (Antunez 2000 in Marzano, 2003: 22-24).

Kong and Vinh (2003 in Schaefer & Ryon 2004: 1-23) urged school teachers to make the effort to involve the parents in all activities concerning their children as well as making parents feel welcome in order to foster a sense of community to develop the needed relationship between home and school. Similarly Frucher, Galetta &White (1993 in Tankersley, 2004: 11-20), in an analysis of parent programmes, found that for school/ parent partnership to be successful, parent empowerment had to be a goal of the school. This means that schools must engage in equal conversations with parents and communities, and move away from the thinking that they are the experts and schools know best; instead acknowledge and respect the parents and communities expertise that can help educators and school personnel to do their job better by gathering and utilizing that expertise. Therefore achieving successful inclusion with children with intellectual disabilities could be attributed to teachers and parents and other professionals working together.

2.10 Parents' involvement with the interdisciplinary team in support of children with intellectual disabilities in a mainstream school

An interdisciplinary team: Is a group of people from different perspectives or disciplines that join together to problem solve and develop educational and behavioural plans. Team members may include; the student, parents or other family members, teachers, therapists, psychologists, social worker, vocational rehabilitation and counselors. Due to the diverse needs of children, no single scientific discipline is sufficient to adequately identify and resolve issues and problems (Surjan, 2002). Like in UK, Netherlands, United States, German Parents of children with disabilities need to interact with a wide range of service providers in order to assure appropriate services for their child (Prezant& Marshak, 2006). Therefore this calls for a broad range of support from service providers in order to facilitate positive outcomes for their children. For example in UK, Netherlands, United States, Germany and Denmark to mention a few, diagnosis and placement of a child in a special or mainstream school utilizes a interdisciplinary team which in most cases is comprised of teachers, physicians, psychologists, parents and other clinical specialists who come up with a common decision of how best they can meet the individual needs of the child. Therefore team interaction provides insight to all stages of the assessment (Prezant and Marshak, 2006).

Good practices exist in the Czech Republic where Children with exceptionalities are generally detected much earlier than in some countries like United States (the Czech Republic, 2003). This may be attributed to extensive network of preschool programs which serve children from ages 3 to 6 years. Another effort is that professionals are equipped with the skills of identifying students with special needs before they enter conventional schools. Thus if a pupil is suspected of having learning problems she/ he is evaluated by a pediatrician and staff from the regional and psychological center (Czech Republic, 2003).

This procedure is also applicable in the Czech Republic where the interdisciplinary team is utilized in the diagnosis and placement of a child in either a mainstream or a special school. Placement decisions are intensively discussed with the parents before arriving at

a final decision, although their permission is not a prerequisite for admission (Gargiulo & Cerna, 1992). Therefore, this calls for a broad range of support from service providers in order to facilitate positive outcomes for their child (Prezan & Marshak, 2006). Parental involvement being pertinent to inclusive education, community projects from Venezuela, India and South Africa confirmed that parents and the local community as the key to helping children to achieve their potential both educationally and socially (Atmore, 1999; Sood, 1999, and Yanez, 1999 in Whalley, 2001: 1-10).

Support services are necessary to ensure that all learners can learn according to their potential instead of only focusing on individuals, support should be given to teachers, learners and their families (Prezan and Marshak, 2006). This will be realized by working in collaboration with other sectors, such as health and other social services. Such kind of support will build confidence and trust in both parents of children with intellectual disabilities and their representative organizations. And also learn that they have a say in how education should be provided to children with intellectual disabilities. The Czech Republic like UK, Netherlands and Denmark recognizes the importance of community and parental involvement in education of children with intellectual disabilities although a lot needs to be done in order to make their participation real. Globally partnership among stakeholders, especially parents, teachers and other professionals should be seen as the key point towards making inclusive Education a reality. The best outcomes occur when there is effective partnership, that is collaboration, communication and most of all trust between parents and professionals (Soodak and Erwin, 2006). Inclusive Education may be a myth without the participation of all stakeholders both in policy making and implementation.

2.11 The importance of Parents' support / advocacy groups towards children with intellectual disabilities

Advocacy is a public support for a course of action or way of doing things (Longman Dictionary of contemporary English, 2000). In this context advocacy will refer to the parents' demands for the rights of their children with intellectual disabilities.

A particular issue in promoting parental involvement is that the parents of children with intellectual disabilities themselves often experience marginalization like their children (Saivayrynen, 2000). In such situations, the encouragement of parental groups seems to be doubly important, the groups support each other, share information and work together to create meaningful change (Kenny et al, 2006). Sharing experiences and working together normally builds parents confidence and personal development. Many support groups exist to help parents to cope with the challenges they face in raising a child with intellectual disabilities. Surjan (2002), observed that when parents share their experiences they learn from each other and therefore try to work out strategies of managing it. Furthermore Surjan (2002) pointed out that many advocacy organizations help their members learn how to influence the system of services and improve the care available for children with intellectual disabilities. Thus some parents find help, support and empowerment through advocacy organizations. In Hungary, the different parents associations support strongly the idea of inclusion (Csanyi, 2001). These organizations organize regular meetings, conferences and publish newsletters (Csanyi, 2001). They also have contacts to parents associations in other countries and take part on international conferences sometimes.

3. CHAPTER THREE: METHODOLOGY

3.1 Overview

This chapter aims to describe in detail the process of inquiry which Cohen et al refer to as the methodology (Cohen et al, 2000). In describing the methodology, the chapter briefly presents two research approaches; quantitative and qualitative paradigms. It further describes in detail the research method selected for this investigation. The chapter also presents the research design including a description of the participants, the instruments and the procedure followed in collecting data. Ethical and validity issues considered in this study are shared. A description on how the data was analyzed is given.

According to Robson real world researchers' intentions are that research and its findings will somehow be used to make a difference to the lives and situations of those involved in the study or in the area being studied (Robson, 2002). This is basically the reason why I carried out this study. I wanted to find out how parents were involved in the education of

their children with intellectual disabilities and the kind of support they provided to these children.

3.2 Research design

In order to come up with a concrete and valid research report, I had the duty of putting all the chapters of research together which is referred to as a research design. Trochim (2006) describes a research design as something that provides glue to hold the research together. A design is used to structure the research, to show how all the major parts of the research project work together to address the central research question (Trochim, 2006).

As regards this research, the interview questions were purposively designed to correspond to the initial research questions. I feel that the interview was applicable because it was used to confirm parents' responses.

Sampling of respondents

Sampling in this context will refer to the collection of information from a smaller group of population to gain knowledge that is representative of the total population under study (Cohen and Manon, 1995: 87). The research was carried out in mainstream primary schools. The sample consisted of 5 parents and 7 teachers of children with mild intellectual disabilities. Based on the above definition of sampling, the smaller group referred to the five parents and seven teachers of children with intellectual disabilities who were selected from other parents and teachers in the mainstream primary schools.

The 5 parents responded to the semi-structured questionnaire while the 7 teachers responded to the semi-structured interview. The respondents were both male and female and purposive sampling was the technique used in the study.

To develop knowledge that can be used to improve inclusive education practice by use of this study, I put into considered a variety of things that other researchers normally go through in the process of accumulating knowledge. Such considerations included, amongst other things, exploring the different research paradigms or approaches and deciding on the approach that was suitable for addressing the aims and objectives of this study (Barley, 1994; Patton, 1990 cited in Hill, 2003; Robson 2002).

3.3 Research paradigms

A paradigm is a system that informs and guides an inquiry (Kuhn1962 as cited in Carr and Kemmis 1986, p77). It is a set of belief systems about questions of reality, truth, objectivity and methodology that occur across disciplinary boundaries (Guba, 1993 cited in Toma, 1997, p 679). Paradigms assist the researcher to perform a systematic enquiry in the area of interest with the aim of contributing to the existing knowledge and even advancing more knowledge which will be shared by different people with the intention of creating positive changes and strengthening the existing good practices (Guba, 1993). However there are several research approaches that can be used in carrying out research but these two research paradigms are normally used: quantitative and qualitative research paradigms.

3.4 Quantitative research approaches

Quantitative research according to O'Neill (2006) is a collection of numerical and statistical data. It is built upon the positivism paradigm and is perceived as a scientific approach to research employing experimental and quasi- experimental strategies. Additionally Creswell (1994) defines quantitative research as an inquiry into a social or human problem, based on testing a theory composed of variables, measured with numbers, and analysed with statistical products.

Quantitative research normally uses standardized methods that allows for greater objectivity and accuracy of results (Guba and Lincoln, 1985). Generally, quantitative methods are designed to provide summaries of data that support generalizations about the phenomenon under study. In order to accomplish this, quantitative research usually involves few variables and many cases, and employs prescribed procedures to ensure validity and reliability. In quantitative methods the questions have to be direct and easily quantified, and made available to a sample of no less than two hundred participants to permit reliable statistical analysis (Urban Wallace& Associates, 1995 cited in O'Neill, 2006 p.14-15).

Quantitative approaches can be used when research questions raise issues which cannot be addressed by purely qualitative or purely quantitative methods. Quantitative research helps to select participants in a flexible design study; for instance when a researcher cannot be present because of other research commitments (Gray, 2001). However, quantitative research has some weaknesses; although they are good at establishing relationships between variables but are typically weak in establishing the reasons for them. It employs only standardized tools, based on quantifiable data to test hypothesis. Quantitative methods only deal with issues known at the beginning of the research project as this is when they are decided and documented. (McCullough, 1995).

According to available research although data collection standards exist (Bogdan and Biken, 1992; and Amaratunga, et al, 1992) believe that both research methods can be used together in a complementary mixed method approach. Therefore, although the study mainly used qualitative methods a questionnaire was used to address issues which could not be addressed purely by qualitative methods. Thus qualitative and quantitative methods complemented each other.

3.5 Questionnaire

The study employed a questionnaire as an instrument for data collection:
A questionnaire is a method for the elicitation, and recording and collecting information (Kirakowski, 2000).

In this context a questionnaire is a research instrument that consists of a series of questions and other prompts for the purpose of gathering information from respondents (Encyclopedia, 2007). I opted for a questionnaire because questionnaires tend to be more reliable because they are anonymous; encourages greater honesty and they are made up of items to which the user supplies answers or reactions (Myers, 1997). Questionnaires are flexible in a sense that a wide range of information can be collected. The questionnaire was easy for me to administer since my presence was not required in order for the respondent to respond. However, there are several different types of questionnaires; such as open ended, closed and semi-structured questionnaires. I did not

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use a closed questionnaire because new issues could not be raised in this kind of method. Respondents are compelled to answer in a specific way which may not match with their actual opinion and may therefore become frustrated.

Therefore in order to have valid and reliable data, I used a semi-structured questionnaire to obtain information from parents of children with intellectual disabilities. Besides, such questionnaire accumulated wealth of information as it allowed the respondents to state their opinions without being directed to particular responses. Since the respondents were not restricted on what to write, this gave them chance to raise new issues and hence felt that their views were respected. However, one cannot rule out that some respondents could have written what they felt I wanted to read instead of their personal views.

3.6 Preparation of a questionnaire

I formulated the questionnaire in English language with the guidance of an expert and in this case my tutor was the expert who later validated it. After being approved, I got a local translator who translated it into Czech language. The translated questionnaire was checked and approved by my tutor before it was administered to the parents of children with intellectual disabilities. However, due to limited time of carrying out research, I was not able to carry out a pre-test, but the instruments were checked by my tutor for any errors and clarifications. Later I requested the director of the mainstream school to present my request to parents of children with intellectual disabilities about responding to the questionnaire. A consent letter was read/ given to them by the director. Since the director knew the parents well she arranged an opportune time for me to meet them in order to explain to them the purpose of the study before giving them the questionnaire to respond to. In this study I played the role of an instrument in the study by giving out and collecting the questionnaires myself.

Furthermore, after reading around this topic and from my personal experience, I felt that qualitative research approaches were more suitable for this study though in some instances qualitative and quantitative research methods complemented each other. The

assumptions related to the research approaches are presented below with an idea to investigate their suitability for the current study.

3.7 Qualitative approaches

Qualitative study is an inquiry process of understanding a social or human problem, based on building words, reporting detailed views of informants and conducted in a natural setting (Creswell, 1994). The qualitative approaches are inclined to constructivist approach, which emphasizes the use of description in the collection and analysis of data (Robson, 2002). According to Bryman (2004, p.11), they believe in multiple realities which is not purely objective and does not exist independently of the humans who interpret it. This kind of thinking has been associated with constructivism a qualitative research paradigm which has become popular in recent years (Robson, 2002).

This research approach argues that reality can never be fully apprehended; only approximated.

'It is not referable to the view that humankind can fully reach "the Real", because people do not have perfect perceptions to access reality, but only that which they produce as their own constructed reality.' (Denzin and Lincoln, 1999:5)

Furthermore, the research participants are viewed as helping to construct the reality with the researchers, and because there are multiple realities, the research questions cannot be fully established in advance of this process (Robson, 2002: 27). This gave me chance to add on new information as well as to discard off information which was not relevant. This paradigm believes that the purpose of inquiry is to gain sufficient understanding and to predict the future outcome (Robson, 2002) which was also the goal of this research. Qualitative methods allow us a direct experience with the phenomenon which can then be described in rich detail (McCartney, 2006).Therefore the study employed a non-experimental design which offered a detailed descriptive analysis. Due to the small sample used, multiple research methods were used; questionnaire, interview, articles and field notes for data collection in order to realize validity and reliability. And because qualitative methods results do not use statistically significant tests, findings are more

reliable if data are triangulated (Creswell, 2004; Yin, 1991). The use of several sources and different methods is called triangulation. The idea behind triangulation is that the more agreement data sources on a particular issue, the more reliable the interpretation of the data (Black, 1993).

Although qualitative approach has been criticized by a number of scholars. For example, Pring (2000) argues that the qualitative approach lack objectivity and generalizability cannot be reconciled with the apparent uniqueness of each individual; I used qualitative research method because the mind of a human being is not static. Therefore I believe that man should be given all possible opportunities of using different avenues to express his/her views and opinion. Similarly, Pring (2000) mentions that individuals may be the same in one aspect but not in all aspects, therefore, generalization is a problem when dealing with human beings. The same argument is captured in Robson's statement;

'People, unlike objects of the natural world, are conscious, purposive actors who have ideas about their world and attach meaning to what is going on around them.' (Robson, 2002:24)

In this context the study focused on parents of children with intellectual disabilities in a mainstream primary school. I selected qualitative research methods because they can use small samples as compared to quantitative research, yet they capture in-depth information from respondents. Additionally they provide a systematic way of looking at events, collecting data, analyzing information, and reporting the results (Yin, 2003). As a result I felt that I gained a broad perspective of understanding how parents were involved in the education of their children with intellectual disabilities and why some parents were not involved in some aspects of their children's education. This gave me a focus on what to look for more extensively in future research.

Yin, (1997) further points out that the researcher investigates the object of the study in depth using a variety of data gathering methods to produce evidence that leads to understanding of the case or problem and answers the research question. The researcher

determines in advance what evidence to gather and what analysis techniques to use with the data to answer the research questions (Flyubjerg, 2006). This allowed me ample time to plan for the questionnaire and in this situation data collected consisted of accounts that insiders provided through interview. As regards this research, the interview questions were purposively designed and they corresponded to the initial research questions.

Scott (2000, p.2) argues that the idea held by people, (including researchers), about what is desirable and proper are strongly influenced by the specific culture in which they happen to live. In the case, values permeate the nature of problem selected; the choice of instruments; the analyses mode; the choice of interpretation and conclusions in each research (Scott, 2000). In spite of the criticism, research and experience show that qualitative methods have helped to generate knowledge and improved practices in various disciplines, especially in education. However these scholars have pointed out that the nuances and differences in language may have implications on the validity of the data (Pring, 2000). For instance, Clark (2004) argues that even with well constructed surveys, it is impossible to know whether or not a respondent understands a certain word, phrase or value laden statement the same way as the researcher does. This is because respondents bring their individual understanding and values when answering questions (Clark, 2004).Thus yes to the same question may not mean the same to two different people (Pring, 2003). In view of that, as the main instrument in the qualitative research approach, I administered a semi- structured interview to teachers of children with intellectual disabilities whose parents had responded to the questionnaire.

3.8 Interview for teachers of children with intellectual disabilities
In this context an interview is a conversation between two people with the aim of gathering information. According to Bogdan and Biklen (1998), a semi-structured interview is a purposeful conversation, used to gather descriptive data in the subjects own words so that the researcher can develop insight on how subjects interpret some piece of the world. According to Gram and Hughes(1995, in Hitchcock and Hugher, 1995),a semi-structured interview is the one which tends to be most favoured by educational researchers, since it allows depth to be achieved by providing the opportunity on the part

of the interviewer to probe and expand the respondent's responses. Additionally, researchers like Stake, (1995) regard interviews as one of the most important sources of information. However there are several forms of interviews that are possible which I will briefly talk about.

In an open ended interview, key respondents are asked to comment about certain events. They may also corroborate evidence obtained from other sources and the questions are detailed and developed in advance. While a focused interview is used in a situation where the respondent is interviewed for a short period of time, usually answering set questions. This technique is often used to confirm data collected from another source.

Such interview is preferred to other types of interviews because the interviewer can alter the sequence in order to probe more deeply to overcome a common tendency for respondents to anticipate questions. From this background, a semi-structured interview was the most appropriate data gathering technique because the research strategy needed to confirm or refute parents' responses in the questionnaire by getting teachers opinions and insights.

As regards this research, the interview questions were purposively designed to correspond to the initial research questions. Furthermore this type of interview was more appropriate to this study because I was able to change the order of the questions by modifying, omitting or by making additional based on my perception of what seemed most appropriate (Robson, 2002). According to Patton (1990), one of the key techniques in good interviewing is the use of probes. In this study my role was of the research instrument that facilitated the discussion and used clarification probes in situations where (the interviewer) I was unsure of what the interviewee was talking about as a means of gathering more information from them. Ultimately, such information would have been very difficult to obtain through the use of structured interviews where rigid questioning prevents opportunities to pursue elaboration on some issues that may be pertinent to the subject at hand (Connell et al, 2001).

3.9 Preparation for teachers' interview

A semi structured interview was developed from items of the questionnaire with the assistance of an expert. The questionnaire in English language was translated in Czech language by a local translator in order to get information from non English speaking teachers.

Due to the language problems and the protocol in the schools, the programme coordinator organised a group visit for the students in order to get acquainted with the schools. After discussing with different directors of mainstream schools and observing some lessons in different classes where children with intellectual disabilities were accommodated and gathering more information about different schools, I wrote and sent e-mails to directors of mainstream schools requesting for permission to carry out my research in their schools. I conducted the interview for teachers of children with disabilities whose parents had responded to the questionnaire. I was assisted to interview teachers by a translator who spoke both English and Czech languages who sat by my side. During the interviewing process I observed and interpreted the body language of the interviewee in order to reconcile both verbal and non verbal interpretations. However Yin (2003) has taken the lead by suggesting that both qualitative and quantitative data methods can be used to collect data. He points out that studies can be based on any mix of quantitative and qualitative evidence (Yin, 2002). This is also supported and well formulated in (Lamnek, 2005). Since the researcher used a questionnaire in data collection and questionnares are more inclined to quantitative methods she feels that, it was appropriate to provide a means of integrating quantitative and qualitative methods into a single research study(Scholz and Tietje, 2002; Yin, 2003). Therefore the questionnaire and the interview complemented each other in order to address the research objectives and questions.

3.10 Research schedule

In order to beat the deadline of submission of my research dissertation, I had the following plan which guided me to write this research report.

Month/Year	Activity
Early May	Wrote a research proposal.
	I visited some mainstream primary schools in Prague.
	Formulated the questionnaires.
Mid May	Translated questionnaire in Czech language.
	Met and discussed with some parents and teachers of children with intellectual disabilities in Sumperk.
End of May	
Early June	I met and discussed with some parents and teachers of children with intellectual disabilities in Prague.
	Distributed questionnaire to five parents.
End of June	Received questionnaire back.
	Conducted teachers interviews.
	Writing chapter three.
Early July	Writing chapter three and data analysis.
	Writing draft of all chapters.
End of July	Writing final report and submission .
August	Defend my dissertation.

3.11 Validity

Validity address issues about the quality of the data and appropriateness of the methods used in carrying out research (Black, 1993). Validity and trustworthiness were ensured by conducting the investigation in an ethical manner (Merrian, 1998:198).

In order to meet validity in this study, triangulation which is a process of making sure the research findings are accurate and credible by combining methods was applied. Three basic strategies were used to enhance the validity of this case study research; triangulation of data derived from various sources, included questionnaire, interview,

articles, field notes and literature review was consulted and used in order to make sure that the research findings were accurate and credible. Denzin, (1998a, 1989b), Fielding&Fielding, 1986, and Flick, 1992, all cited in Danzin& Lincoln, 1998b,p 4) suggested that triangulation offers an alternative to validation and that a combination of multiple methods, empirical materials and perspectives adds rigor, breadth and depth to any investigation. By applying these research practices, trustworthiness and validity were established by pooled judgement (Foreman, 1948, as cited in Merriam, 1998, p.204)

3.12 Limitations

Due to language barrier I used a translator both for the questionnaires and interview. Therefore use of a translator may not have brought out the real responses of the participants during the interview as well as in questionnaire interpretation.

To some extent I feel this affected/ impacted the results of the research. The limited time of carrying out research limited my sample size, thus limiting the perspective of the study. The limited time did not give me chance to interact with the parents of children with intellectual disabilities in order to get more information. Parents are very busy people therefore it was not easy to get willing respondents who could respond to the questionnaire within a specified time. Some of the respondents left out some items blank on the questionnaire; thus denying other people to share their views. Being a novice researcher, I may not have adequately interpreted the data which went under various processes of translation. Secondly, neither English nor Czech is my first language and therefore due to my cultural background I might have interpreted some situations differently. Some scholars observed that the nuances and differences in language may have implications on the validity of the data. For instance, Clark (2004) argues that even with well constructed survey, it is impossible to know whether or not a respondent understands a certain word, phrase or value laden statement the same way as the researcher does. Thus the same question or answer may not mean the same to two different people (Pring, 2003).

The time schedule was not adhered to as desired because of the schools protocol and schools were busy preparing for examinations and other school events. Teachers were also very busy that I had to go there several times before I got an opportunity of interviewing them. Parents are very busy people because of the responsibilities they hold so it was a bit difficult to have them respond to the questionnaire in time.

3.13 Ethical issues

Since the research deal with human beings their values and morals need consideration. I asked for their consent before giving them the questionnaires and interviewing them. I informed the respondents the purpose of carrying out this particular study, the importance of the study and how they would benefit in the outcome of the study. The participants were given assurerance that all the information they gave would be kept confidential and as soon as data analysis was over, the questionnaire would be destroyed. The participants were also informed that their participation in the research project was voluntary and therefore no payment was to be made for their participation in this project. And if they were not willing to take part they were not obliged to. And if one took part and later changed his/ her mind he/ she were free to withdraw from the project any time.

4. CHAPTER FOUR: DATA ANALYSIS

4.1 Introduction

This chapter presents results from the raw data generated from the questionnaire and the interview. Data analysis is a test of the ability to think to process information in a meaningful and useful manner (Robson, 2002). It entails getting information, determining themes, allocating information into categories and ultimately, writing a qualitative report (Creswell, 1994).

Unlike in quantitative research where data analysis begins once all data has been collected, in qualitative research, data collection and analysis are usually simultaneous, with issues emerging from the analysis guiding further data collection (Strauss and Corbin, 1990). Miles and Huberman (1994) identified the aim of analysis within most qualitative approaches as being to reduce/ transform the vast amount of material

generated in order to sharpen, sort, focus, discard or organize data in such a way that final conclusions can be drawn and verified. This process generally involves noting regularities, patterns, explanations and potential propositions, although the precise focus depends on the particular approach adopted by the researcher (Porter, 1996b). Common to these procedures is a system of coding the process by which the data from notes, followed by further analysis in order to identify key themes or concepts emergent from the data, which are then written up using direct extracts from interviews, field notes or documents to illustrate these themes(Porter, 1996b).

Although the approaches to qualitative analysis are very diverse, for questionnaire and interview I have used Miles and Huberman (1994, 459) methods of analyzing the data. The following points were taken into account.
1. Giving codes to the initial set of materials obtained from questionnaire, interview and field notes.
- Adding comments.
- Going through the materials trying to identify similar phrases, patterns, themes, relationships, sequences and differences.
- Gradually elaborating a small set of generalizations that cover the consistencies.

In the semi-structured questionnaire and the semi-structured interview, I used a Likert Scale. For the questionnaire there were 17 questions which had rated from 1-4 but items 10-11and 20-25 did not have rating scales and therefore demanded a descriptive discussion. Five parents responded to the questionnaire while seven teachers were interviewed. For both the questionnaire and the interview content analysis was based on research questions. The themes were developed depending on the responses given by the participants. The results are presented under relevant research questions in the tables, based on Porter's (1996) approach.

4.2   Parents' questionnaire
Interpretation in this context refers to clarification of meaning of descriptions (data) by restating the responses of both teachers and parents. This is intended to clarify the data

for people who did not participate in data collection experience; and also to enhance the readers' abilities to understand the research results (Dobbin, 1996). The questionnaire was answered by parents of children with mild intellectual disabilities in mainstream schools.

Research question 1:

What kind of classroom support do parents provide to their children with intellectual disabilities in mainstream schools?

Table 4.2.1 **Responses of parents on how they are involved in the education of their children with intellectual disabilities in a minstream school**

(N=Never, R=Rarely, S=Sometimes, A=Always, B=Blank, T=Total)

	Nature of involvement	N	R	S	A	B	T
1	I help my child with his/ her lessons in class.	5				-	5
2	I volunteer to help my child in various subjects/ activities; such as reading/ writing in the classroom.	4				1	5
3	I assist in making teaching / learning materials.	1		3		1	5
4	I discuss the child's progress with the teachers.			3	2	-	5
5	I take my child to the library and help him to select relevant materials for his/her work.		2	1	2	-	5
6	I respond to the school's obligations such as participating in the individual education plan for my child.			3	2	-	5
7	I attend school parents' meetings.			2	3	-	5
8	I attend school open days.	1		3	1	-	5
9	I attend school sport days.	3		1	1	-	5

Table 4.2.1showing the frequency of responses of parents on how they are involved in the education of their children with intellectual disabilities in a mainstream school.

Results in table 4. 2. 1 above shows the interpretation of parents' responses on how they are involved in the education of their children with intellectual disabilities in a mainstream school.

The most striking results visible at this preliminary level were that parents did not support their children in class lessons (response 1); responses from all the five parents revealed that they did not support their children in the classroom.

Response (2) in the table above indicated that four parents did not volunteer to help their children in various subjects/activities; such as reading and writing in the classroom. While one parent did not respond.

Concerning whether parents make teaching / learning materials for their children (response 3); results revealed that four parents sometimes took part in making teaching / learning materials but one parent did not respond to this item.

Results of response (4) showed that two parents always discussed their children's progress with the teachers. They communicated to teachers by use of telephone calls or by letter writing while three parents sometimes communicated by use of telephone or letter writing. However, one parent volunteered further information where she/he stated that some parents were not satisfied with the report written by the assistant teachers because they believe it is very brief. They wanted a more detailed report which would talk more about the child's strength and weakness.

Results in response (5) indicated that only two parents always took their children to the library and assisted them to select relevant materials for their work. Two parents rarely accompanied their children to the library while one parent was bold enough when he provided more information that he was ignorant about the educational materials suitable for his child and he did not think that his child could benefit from accessing the library.

The outcome of response (6); showed that only two parents always participated in the development of the Individualized Education Plan for their children. While the three parents only sometimes took part in the planning.

Response in (7); indicated that three parents were interested in their children's education by always attending parents meetings while two parents attended sometimes.

Response (8) on school open days ; results showed that only one parent out of five parents' always attended school open days, 3 parents only attended sometimes, while one parent had never attended such meetings.

Research findings of response (9) revealed that most parents do not attend school sports days. Responses of three parents indicated that they never attend school sports days, one parent attended sometimes and with, only one exceptional parent who always attended school sports days.

In addition to parents involvement in their children's education in the class; the study explored parents' involvement in the education of their children with intellectual disabilities at home.

Table 4.2.2: Reponses of parents on how they are involved in the education of their children with intellectual disabilities at home

(N=Never, R=Rarely, S=Sometimes, A=Always, B=Blank, T=Total.

	Nature of involvement	N	R	S	A	B	T
1	I help my child plan time for homework and household activities.				5	-	5
2	I help my child to select appropriate reading materials for him/her such as story books or magazines.			1	4	-	5
3	I be beside him/her and explain the difficult homework instructions.			1	4	-	5
4	I read together with the child.			1	3	1	5
5	I check to see that the child has done all his/ her homework			1	4	-	5
6	I check the child's booklet and sign it.				5	-	5
7	I select educational media programs for the child to watch (television).		1	2	2	-	5
8	I go with the child to public gatherings such as; plays, concerts and church.			1	4	-	5

Table 4.2.2 showing the frequency distribution of how parents support the education of their children with disabilities at home.

Research question 2:

What kind of support do parents provide to their children with intellectual disabilities at home?

The information in table 4. 2. 2, indicated parents' responses on their involvement in the education of their children with intellectual disabilities at home. Results revealed that parents assisted their children at home to plan time for homework and household activities (response 1).

As regards parents selecting appropriate reading materials for their children such as; story books or magazines (response 2); four parents indicated that they always helped their children in selecting reading materials, while one parent helped his child sometimes. He gave more information which showed that he allowed his child to make his personal choice as a way of training him to make decisions and to become independent.

Parents' response (3) showed that four parents sat beside their children and explained to them the difficult homework instructions and what was required of them, while one parent provided such support to his/ her child sometimes.

About parents reading together with their children (response 4); results showed that three parents read together with their children, one parent read with his /her child sometimes while one parent did not respond to this item.

Parents' response (5) indicated that, four parents supervise their children's home work to ensure that it is done and completed before they engage in other activities while one parent supervised his/her child's homework sometimes.

Response (6) showed that all the five parents checked and signed their children's booklets.

Results of response (7) in table 4. 2. 2 showed that two parents always selected educational media television programs for their children to watch, two parents did it sometimes while one parent did not participate in the selection of media programs for his/her child.

The outcome of response (8) indicated that four parents always took their children to public gatherings while only one parent exposed his/ her child sometimes to such gatherings.

Table 4.2.3: Parent-teacher partnership in the education of children with intellectual disabilities

(N=Never, R=Rarely, S=Sometimes, A=Always, B=Blank, T=Total)

	Parent/teacher partnership	N	R	S	A	B	T
1	I receive a progress report of my child to inform me whether or not my child is making progress towards the goals which were developed.				5		5
2	I participate in the discussion making concerning my child.				5		5
3	I participate in planning and evaluate the Individual Education Programme for my child.	1		1	3		5

Table 4.2.3 showing frequency distribution of parent-teacher relationship in the education for the children with intellectual disabilities.

Research question 3:

How do parents and teachers work together in order to assist children with intellectual disabilities?

Observation from table 4.2.3 indicated that parent-teacher partnership in the education of children with intellectual disabilities is practiced in support of children's education. This can be evidenced from parents' responses which indicated that all parents admitted that; they receive progress reports of their children informing them about the progress towards the goals which were developed response (1).

As regards parents participation in discussions and decision making concerning their children (response 2); results revealed that all the five parents always discussed with the teachers about the issues concerning their children.

Parents response (3); showed that three parents participated in planning and the evaluation of the individualized education programme for their children , one parent participated in planning and evaluation sometimes while one parent did not participate in planning and evaluation of the individualized education program for his/her child.

(a) Parents were also asked; how else they were involved in the education of their children with intellectual disabilities?

Parents revealed in their responses that they normally guide their children in reading, go with them to different activities where they learn social behaviours and to places where they can develop practical experiences. For example places like exhibitions and concerts. Some parents noted that they normally work with their children outside school environment in order to motivate them. Furthermore, there is continuity of school work to home and some parents even prepare homework for their children.

(b) Parents were asked whether they were involved in any advocacy groups for children/people with intellectual disabilities.

Responses indicated that very few parents participate in advocacy groups. This can be attributed to lack of awareness about those groups and on the other hand some parents feel that they are too busy to join the groups. Parents who are members of a club of parents and friends of children with Down syndrome and other civic organizations; stated that they had benefited in these groups by sharing their experiences and advocating for the rights of their children as well as their rights as parents. One of the reasons why they joined such groups was for their voices to be heard and included in policies and legislations for the well being of their children with intellectual disabilities. One parent stated that; it was not very important to be a member in those groups, but what was important was to be in close contact with service providers for her child.

(c) Parents were asked whether their children had benefited from learning in an inclusive school.

Most parents embraced inclusion as the best solution for their children. They observed that school mates were receptive and ready to help their children. Parents were happy that their children were copying and learning from other children. The children showed more interest in the school and always eager to go to school. They had friends who invited them for birthday parties and trips. Parents were happy that socialization in school was helping and preparing them for an independent life in future.

4. 3 Teachers' responses to the interview

The 1-4 rating scale for the interview was from item 1-10 but items 11-13 did not have rating scales and therefore a descriptive discussion was required to make meaning out of it. This semi-structured interview was used as a guide because the order of questions can be modified based upon the interviewer's perception of what seems most appropriate.

The interview was conducted on teachers of children with mild intellectual disabilities whose parents had responded to the questionnaire. The teachers' interview was used to confirm the parents' responses on the questionnaire and also for gathering more information about parental involvement in their children's education which may not have been captured in the questionnaires.

The information in table 4.2.4 below was intended to confirm the views on parents' involvement in the education of their children with intellectual disabilities.

Question 1: Does the parent provide scholastic materials to his/ her child? (1)
Teachers' response revealed that three parents always provided their children with scholastic materials like pens and books and other reading materials. While the four parents did it sometimes.

Table 4.2.4: Teachers' assessment of how parents are involved in the education of their children with intellectual disabilities

(N=Never, R=Rarely, S=Sometimes, F=Frequently, T=Total)

	Teachers' assessment of parents' involvement.	N	R	S	F	T
1	The parent provides scholastic materials to his/her child.			4	3	7
2	The parent volunteers to facilitate some lessons in the class.	6		1		7
3	The parent visits the school/ teacher to check on the progress of his/her child.			5	2	7
4	The child attends school regularly				7	7
5	The child comes to school on time			2	5	7
6	The parent supervises and monitors the child's homework.			2	5	7
7	The parent attends meetings when invited.			1	6	7
8	The parent attends school open days.		1	2	4	7
9	The parent attends school sports days.		3	1	3	7
10	The parent participates in planning and evaluating for his/ her child (IEP).	1	1		5	7
11	The parent takes part in discussions with the respective teachers on the problems or the progress of the concerned child.			3	4	7

Table 4.2.4: Teachers' assessment of how parents are involved in the education of their children with intellectual disabilities

Apart from one teacher who stated that parents sometimes facilitate some lessons in the class, six teachers confirmed parents' responses that they did not normally facilitate lessons in the class (response2). Teachers observed that most parents work during the day, therefore they are busy during school hours. Another reason was that; schools do not communicate some of their programmes to parents. Therefore some parents were not aware of such arrangement in the school. Teachers were concerned that some parents

believed that teaching was work for teachers and therefore they expected the teachers to do everything for the child.

However teachers agreed with the items which inclined to parental involvement in the education of their children with intellectual disabilities.

The observations from the results suggest that despite having social and economical constraints, most parents were involved in the education of their children with intellectual disabilities. Parents motivate their children to go to school regularly and they also ensure that children are prepared for school early enough so that they are on time for school (responses 4 and 5).

In regards to whether parents supervise and monitor the education of their children, teachers agreed with the parents that they schedule the child's time for homework and also check to ensure that the child has completed all the homework given to him/her by the teacher(response 6).

Response (7) confirmed parents' responses which indicated that they normally responded to school invitations positively because it is a means of promoting good practices for individual children and to plan ahead activities which are developmental to the well being of those children.

Based on teachers' response, it is evident that most parents attend open days which indicated that they value them (response 8).They observed open days as one of the platforms where parents normally discuss children' progress and also parents learn more about what happens in the school. Therefore teachers' response confirmed parents' response.

As regards school sports days, teachers confirmed parents' response which indicated that few parents attended school sports days (response 9). Parents' poor participation in sports days was attributed to the time for school sports days coinciding with parents work and other commitments, therefore parents found it hard to attend such meetings.

The teachers voice confirmed parents responses that majority of parents participated in planning the Individualized Education Programme for their children (10).Teachers observed that most parents felt obliged to participate in planning for their children because the activities done at school should be extended to home and what is done at home should be communicated to school for continuity and masterly.

Teachers' views confirmed parents' statements that they sometimes met teachers to discuss the progress and problems concerned with the children (response 11). Teachers noted that, teacher –parent collaboration enabled them to know whether the child was progressing or not so as to continue with the same activities or to re- plan.

Teachers were asked more questions in addition to the above:
(a) How does lack of parental involvement affect the progress of the child? Teachers' response revealed that insufficient or lack of parental involvement in their children's learning hindered their progress which would have been possible if parents were engaged. This means that children will not have sufficient motivation for their work at home and school, giving no chance to the child to practice what he has learnt at school at home. Besides children do not get support in their homework so most times the regular exercises are incomplete or are not done at all. Teachers also observed that some parents do not prepare their children for school. For instance some children come to school without pens or pencils, yet at times they come to school without having done their homework. This is because parents do not check and supervise their children before setting off for school and all this impacts negatively on their learning outcome.

(b). How do you facilitate a parent who wants to get involved in the education of his/ her child? Teachers in their response indicated clearly that; they provided extra meetings and guidance to parents on how they could assist their children at home and also convince them to participate in their children's lessons. Teachers involved parents in preparation of children's individual education plan. They informed and directed individual parents on the strategies used to teach the child and showed them the classroom environment. They

introduced and recommended good books and other reading materials to parents for them to buy for their children. Parents are also shown the entire child's programme which is followed in school. Sometimes teachers selected a topic, discussed it with the parent and decided on what would be useful to practice at home and what help the parent would expect from his/her child. Assistant teachers and class teachers' normally make a daily written report about the child and how he/she was involved in the classroom work.

Besides, the teacher and parent discuss the situation of the child and the problems that the parent normally gets with the child at home, this is done sometimes in the presence of a psychologist. The discussion is not centered on the school work only but it covers all that concern the child. Where possible the teacher gives advice to the parent on how to solve the problem but if she/ he can't then she/ he refers the parent to other professionals. Sometimes meetings are arranged for all parents, with and without children with intellectual disabilities. This gives parents opportunity to meet informally and create relationship and discuss pertinent issues concerning their children.

4.4 Reflection

I had a session in one of the classes where some children had intellectual disabilities. Our topic of discussion was on Uganda because children were very eager to learn more about Uganda. I was surprised that one of the children with intellectual disabilities went to the web site and searched for this country. He ably located it on the map and asked me more questions about the country. I concluded that teachers and parents should always try to identify the strengths and weaknesses of individual children, lay strategies of motivating and promoting the potentials as well as supporting the child to overcome the limitations.

I also observed that some children were good at drawing. There was a boy with intellectual disability whose only interest was drawing. He drew a map of Uganda better than what I had drawn. I learnt from the child that his parents supported him by providing different drawing materials while the teachers encouraged and guided him in this area. This showed the importance of parent, teacher and child working together.

In order to have a broad perspective about parents and teachers views on children with intellectual disabilities in mainstream schools, I interacted with them in Sumperk.

4. 5 Discussion with parents and teachers of children with intellectual disabilities in Sumperk about parental involvement in the education of children in mainstream primary schools

Two meetings were held in Sumperk; for parents and teachers.

I had an opportunity of discussing with some of the parents and teachers of children with intellectual disabilities in Sumperk. I asked them similar questions I would ask parents and teachers in Prague.

(a) Do you think your child has benefited from learning in an inclusive school?

4.5. 1 Parents' views

Most parents appreciated the idea of inclusion; they stated that it enriches other children and helps them to live a better life in future.

One of the mother's responses was;

'It is good for children to be in a mainstream school. She plays with other children and learns from them. The curriculum in the mainstream school is better than in the special school. My child is far ahead than her friends in the special school; in some subjects of course, not all but in the basics. I am happy that she has improved.'

Some parents' observed that there were still some prejudices and in order to overcome them there was need to have contact with people with disabilities. They believed that mere reading about people with disabilities could not make people understand them well; until they came into contact with them. Besides, some parents expressed their fears that sometimes educators diagnose children and refer them to mainstream schools, but some parents refuse and instead prefer to have their children in special schools. Such decision was attributed to ignorance about what mainstream was all about. Some parents felt that there were insufficient resources in the mainstream schools to cater for their children's needs. They expected inadequate support as compared to special schools because of large numbers of pupils in the class. They doubted whether the teacher with only one assistant

teacher could effectively cater for a class of 25 or 30 pupils with children of various needs.

One of the parent's views was that; as a parent, he felt that he had the responsibility of telling other people about his experience with his child with intellectual disability. However he further noted that by learning together, both children with and without disabilities can enrich each other but, it may not be possible and beneficial to integrate children with severe disabilities in mainstream schools. He further advised the Government of Czech Republic to revise its education system because practically some categories of disability cannot benefit from attending regular schools.

(b) In what way do you support your child's education?

The parents' responses were:

(i) *'I encourage her in her work and motivate her two elder sisters to help her in case she needs support. When lam free, l give her some work similar to what is done at school.'*

(ii) *'I motivate my child to work hard by taking him to social places such as; theatres and museum. However, I do not feel competent enough to teach my child because I lack the skills, so l normally leave that to the teachers to do their work.'*

Do you participate in planning and evaluating the individualized Education Programme?

(iii) *'I am interested in planning for my child but l don' find time for it because l work far from the school. I have to take care of other three young children and attend to other social problems as well.'*

(iv) *'I am not aware that l have to plan for my child. The teachers have never informed me about that. I thought that lam only supposed to help my child with homework.'*

4.2.2 Teachers' views

What is your opinion about educating children with intellectual disabilities in a mainstream school?

Teachers welcomed the idea of inclusion/mainstreaming because it brought all children together and that both categories appreciated and learnt from each other. Teachers observed that children with intellectual disabilities always tried to compete with the so called 'normal' children.

(i) *'What is required is to furnish schools with relevant teaching/ learning materials, train and employ more teachers and reduce the number of pupils in a class. Some parents think that the school should provide everything for the child'.*
(ii) *'Where l teach, parents are given information on how to assist their children and this is normally done on open days'.*
(iii) *'During parent-teacher meeting, parents are informed of what is happening in school and the importance of working with the teachers.'*
'In case of emergency parents are always advised to contact the school or to ring them up.'

I was made aware that sometimes teachers are willing to help pupils with special educational needs in their respective classes but they are not able because of the limited time in terms of periods and big classes. During the meeting teachers recommended the number of pupils in an inclusive class to be 15 and equip schools with various resources capable of meeting diverse needs of pupils. They appealed to the mayor and to the deputy minister of transport to try and influence the revision of some policies in inclusive education that are not beneficial to children with disabilities.

5. CHAPTER FIVE: DISCUSSION,

5.1   Introduction

In this chapter I will look at the research topic, research questions, discussion and make some conclusions based on the outcome of the research and information from the literature review. Finally I will formulate some suggestions for future research, make general recommendations and specific recommendations for Prague (Czech Republic) and Jinja (Uganda) for further action.

This study was undertaken to find out the nature of parental involvement in the education of children with disabilities in Prague. Qualitative quantitative methods were used to complement each other in data analysis with the intention of achieving the following objectives:

- To explore how parents and teachers-cooperate in assisting children with intellectual disabilities.
- To explain the kind of support parents provide to their children with intellectual disabilities in the mainstream primary school.
- To explain the kind of support parents give to their children with intellectual disabilities at home.

5.2   Discussion

The results suggested that most parent respondents were involved in the education of their children with intellectual disabilities. Probably this was due to the government's (Czech Republic) interest in the education of children with intellectual disabilities and the desire to make education for 'All' a success. It has legislations/policies that stress parent involvement in the education of children with disabilities.

The Czech Republic's support of students/ pupils with disabilities is described by the ministerial regulation on integration; No. 16138/1998-24.This document specifies the way of financing pupil's support and services as well as the roles, responsibilities and participation of school, local and regional educational authorities, guidance system, parents and other partners to support inclusion.

5.3 Support parents provide to their children with intellectual disabilities in classroom work

The family is a very critical link. Parental involvement must be a focus in the classroom if we are to achieve high academic standards and create productive citizens (Finn, 1997). Teachers' confirmation about the parent's role is indicated in table 4.2.4. The results revealed that most parents do not facilitate in their children's classroom work. This clearly emerged in the responses of parents and the teachers. Possibly parents were

ignorant of the roles and responsibilities they are supposed to play as parents in the education of their children. Some parents believe that teaching is work for teachers and therefore they expect the school to cater for all the children's educational needs. This is contrary to parents who participate in classroom activities.

Petit (1989) contribution to this research is that; in one of the schools in England, he found out that parents were actively involved in the classroom with the teacher. Parents gave instructional support, games and activities with bulletin boards. In the same way parents with experience were asked to participate in classroom instruction or act as classroom reading or writing tutor helping one or two children who were experiencing difficulty. However parents who could not participate in the classroom were normally advised to provide supportive instruction at home using strategies and methods similar to those being used in the classroom. The same view was reflected by Simic (1991) when he carried out an investigation in one of the schools. He found out that according to the rules of that school, parents were supposed to participate in the classroom by working the determined number of classroom work days per month. The findings revealed that their involvement created greater school enjoyment, minimized behaviour problems and better social skills. Therefore, it is important that parents are informed about policies, procedures, aims and expectations that exist in the school but particularly in the classroom.

The general view in the Czech Republic is that, there are still some parents who seem not to be interested in the education of their children with intellectual disabilities. Such parents rarely respond to school demands or volunteer to assist in any of the school activities. Hopefully with the Government's effort of promoting parental involvement with support of non-governmental organizations in place parents will become more aware of the importance of educating and getting involved in their chldren's education.

Findings from research showed that parental involvement in the life of the school to be a positive influence upon pupils' progress and development this included help from the classroom (Udvari- Solner, 1993).

The United General Assembly 1994 in America recognised that the effectiveness of classroom processes in promoting student learning is to a substantial degree influenced by collaboration amongst teachers, parents and learners.

There is evidence that Parents are expected to fully participate as partners in the transition planning process, but unfortunately some parents had false belief that, whenever they take their children with intellectual disabilities to school, they think it is the duty of the teacher to do everything. This is wrong. It is high time such parents were reminded that education of a child of any nature must involve full participation of parents, teachers and other stakeholders. (Oketch, 1994).

5.3.1 Parents discussion about their children's progress and problems with the teachers

Parental involvement in different aspects of children's education is an important determinant of how children fare in school. Parental involvement is associated with higher achievement in both academic and non academic activities (UNESCO, 2000).

Results in table 4.2.1 suggested that most parents tried to exercise their duties in facilitating their children's education despite their social and economical constraints. Parents showed that they communicated with the teachers by telephone calls; letter writing and some parents met teachers when they brought their children to school in the morning. Schools invited parents for meetings; sometimes individual parents held consultancy meetings with the teachers. They believed in providing the same rights for education like all other assumed 'normal' children in a family. Parents stated that they were involved in their children's education because they wanted their children to become self reliant in future when they grow up. They further believed that it was their responsibility to prepare their child for a bright future by giving him/her quality education.

It is believed that the first contact of a parent and a teacher is very important. Hence it is the time the parent is building a rapport and developing a relationship of trust (Research

Report, 2006). This gives parents an opportunity to meet one another without waiting to be called because of unpleasant information about their child; unacceptable behaviour or report a child's tack of progress.

Lipsky cited in Loreman et al, 2006). Research revealed that while parents may not be educators themselves, there are no doubts that they are the only adults in the educational process who have been and will continue to be deeply involved throughout the child's school career (Logsdon, 2007).Therefore it is essential that teachers and parents take time to discuss all the child's concern.

Discussion about children's progress and problems is important to all children but more so to children with intellectual disabilities because such children need combined effort of both the teacher and the parent so as to assist the child appropriately. They further believe that it's their responsibility to prepare the child for a bright future by giving him/her quality education. In agreement, UNESCO (1986) stated that in many countries, parents have inherent rights to be involved in discussion and decision making concerning their children and those rights are incorporated in the legislations.

More findings from research in several countries, the Czech Republic inclusive have shown that parental involvement in the life of the school to be a positive influence upon pupils' progress and development. This included educational visits and attendance at meetings to discuss child's progress. It is clear that some parents just send their children to school without caring to know the teachers of their children. It is even unfortunate that some parent do not even respond to school invitations such as open days meetings or sports days, yet this would have been an opportune time for them to discuss the child's progress with the teachers. This is contrary to those parents who discuss with the teachers and participate in school functions or contribute to the child's learning.

Petit (1989) observed that parents also need to inform the teacher about all that goes on at home. This will help the teacher to understand the child's behaviour and performance at school and make appropriate interventions. For better coordination and partnership,

schools should keep parents informed about policies, procedures and expectations that exist in the school, but particularly in the classroom. The school/teacher can affect this by scheduling information and training sessions for parents in order to ensure that they are fully educated about their roles and responsibilities towards their child in regards to an inclusive school. Research showed that children do better in school when parents talk with teachers and become involved in the school.

5.3.2 Parents' participation in school functions

Participants' responses indicated that parents were not motivated to attend school functions especially school sports days.

This could have also been due to overlapping programmes; sports and parents' work. I may conclude that some parents were not exposed to information which might have greatly assisted them in knowing their roles. However, we should not forget that failure of parents to attend sports days affects children psychologically and socially. Hence children are always motivated to do things even to try harder when their parents show interest in what they do.

Schools should educate working parents so that they take time off from work to meet the teachers, attend school functions, visits the schools and to help guide their children through their work (UNESCO, 2000).

On the other hand, some parents just send their children to school without caring to know the teachers of their children. It is even unfortunate that some parent do not even respond to school invitations such as open-days meetings or sports days, yet this would have been an opportune time for them to discuss the child's progress with the teachers. This is contrary to those parents who discuss with the teachers and participate in school functions or contribute to the child's learning. In order to promote parent-teacher collaboration, results show that some teachers have gone ahead to arrange extra meetings for some parents who rarely or do not attend school functions. There is no doubt that this

is a means of motivating parents to attend school functions and to make them realize that their presence or absence impacts on the child either positively or negatively.

Evidence from the research, showed that parental involvement in the life of the school to be a positive influence upon pupils progress and development. This included educational visits and attendance at meetings to discuss child's progress. In support, the Chicago evaluation, Bryk and Associate (1998) cited in Fullan, 1998:11-32), observed that schools that were more successful were found to be committed to developing the engagement of parents and community resources.

On the other hand, the Public Agenda study (1999) contribution showed that although parents agreed that their participation was necessary, many parents experienced difficulty in finding the necessary time to be involved in their children's education due to family economic burdens. As a result teachers, parents and parental involvement organizations thought of partnering in order to find creative ways for busy parents to contribute to school activities and participate in home activities with their children. Thus, plans were to ensure that meetings and related activities were organized near parents' homes (Public Agenda, 1999). Therefore other countries; the Czech Republic can emulate such practice for parents who face similar problems.

5.4 Parents involvement in their children's education at home

It is common knowledge that parents are the only teachers for all seasons (My personal statement).

Results in 4.2.2 indicated that parents were very supportive in their children's homework and household activities by; designing a timetable for their homework, providing the encouragement, environment and materials necessary for successful studying to take place.

In agreement, Peng and Wright (1994) in their study observed that parents provided routine for study and homework, books, supplies and a special place for studying and

studied with their child periodically (Peng&Wright, 1994). Parents held discussions with their children regarding school work. Parents can provide a monitoring role by monitoring the time spent doing homework (Peng & Wright (1994) monitoring when children return home from school and what they do after school (Ho Sui-Chu& Willms,1993 in Marzano, 2003:35), and monitoring the extent to which children watch television. However, this does not mean that parents should be overprotective to their children because this will deny the child freedom and opportunity to become independent and therefore may not learn to take responsibilities for his/her life and his/her school work. Monitoring and supervision of children's activities should aim at enabling the parent to plan and support his/her child appropriately in school and home activities (Finn, 1998).

Peng and Wright (1994) and Ho Sui-Chu and Willms (1993) had conflicting views with a survey carried out by Kotasek, et al. (1998), in the Czech Republic which revealed that the public did not believe that homework was important. Some parents feel that the activities given to children at school are sufficient and therefore they should not be bothered with more work, hence children are meant to rest after a day's hard work.

Research evidence suggested that children benefit a lot when their parents provide support, encouragement and direct instruction at home and when home school communication is active. Children who receive parental help develop interest in learning, self confidence and improve in their academic performance much better than children who do not.

Children with intellectual disabilities need combined effort of both the teacher and the parent so as to assist the child appropriately. That is why parent-teacher involvement in school activities is very important in the life of the child as it contributes to the progress of the child. Fullan (1998) in support of Petit's view; observed that parents were their children's very fast educators. They have knowledge of their children that is not available to any one else with vested and committed interest in their children's success and they also have valuable knowledge and skills to contribute. On the other hand some parents

were involved in their children's education because they wanted the children to become self reliant in future when they grow up. They further believed that it was their responsibility to prepare the child for a bright future by giving him/her quality education. Parents stated that they helped their children to plan time for homework and household activities, explained homework instructions to the child, supervised his/ her homework and checked the child's booklet and signed it.

5.4.1 Selection of appropriate reading materials

Results showed that parents aided their children to select appropriate reading materials. This was possible because most parents were always in contact with the teachers who normally recommended relevant books and other materials from which the parent could practice with the child. See appendix C teachers' interview responses. However parents indicated that they allowed their children to make personal choice as a way of training them to make decisions and become independent.

Parents have a wish for success in their children's education. It I believed that academic success can be achieved if a positive relationship is developed between a child's home and school to reinforce and create continuity in what is learnt at school and home (Mphohle, 2000).

Peng and Wright (1994) found out that parents provided books, supplies and a special place for studying and offered to study with the child periodically. Parents had frequent and systematic discussions with their children regarding school work. Research evidence suggested that children benefit a lot when their parents provide support, encouragement and direct instruction at home and when home school communication is active.

5.4.2 Child's booklet

Results showed that parents were obliged to check and sign their children's booklet. Parents were also interested to know about their children's daily performance at school. However, further information revealed that some parents were not satisfied with the report written by the assistant teachers because they believed it was very brief. They

wanted a more detailed report which would give a real picture on the strength and weakness of the child in a day; so that appropriate plan could be made for the child. Parents can support their children's schooling in different ways; by attending school functions and responding to school obligations (Lindsey, 2000).

Since all children have their specific abilities and needs parents knowledge about his/her child's performance in school creates an opportunity for teachers, parents, school administrators, child and other professionals that provide service to work together to improve educational results for the child. This will help parents to give the planning team helpful information they have about their child by listing all the support and services required (IDEA, 2004). Such information from school will also help the parent to support her/ his child at home; continuity of school work to home will be exhibited.

5.4.3 Public gatherings

It was clear from the results that parents took their children to public gatherings. They felt that it was their right to enjoy social life. They need to be exposed to the outside world if they are to live an independent life in future. Inclusion does not mean only that children with (disabilities) intellectual disabilities should only be included in educational matters but they should be included in all aspects of life like all other 'normal' people. It is believed that parents are the most motivated of all stakeholders to ensure that the rights of children are not infringed on, given that they love their children and that the general responsibility both legally and morally for the well being on their child rests with them(Sommerstein, 1996). Therefore, this implies that parents are responsible for ensuring that children's social life is taken care of. This is supported by the Government (Czech Republic) Resolution No. 256/1998, which contains the main aims, tasks and principles for implementing the inclusion policy into practice concerning health, social and education policy (Czech Republic Research Report, 2006).

Parental involvement being pertinent to inclusive education, community projects from several countries; Venezuela, India and South Africa confirmed that parents and the local

community as the key to helping children achieve their potential both educationally and socially (Atmore,1999 and Sood, 1999, and Yanez, 1999 in Whally, 2001).

5.5 Parent-teacher collaboration in the education of children with intellectual disabilities

Table 4.2.3 showed that parent-teacher relationship was good because the responses revealed that parents and teachers were working together and interested in the education of children with intellectual disabilities.

5.5.1 Progress report to parents

Results showed that parents received progress report of each child informing them whether or not the child was progressing or not towards the set goals. Class teachers and their assistants normally sent progress reports of the child to parents informing them whether or not the child was making progress towards the goals which were developed.

This is in agreement with most countries which provide special education needs facilities within the mainstream schools. They stress the view that the curriculum framework should cover all pupils with some necessary adaptations made (Kaprova, 2006). This is mostly done in terms of IEP in most countries in Europe to specify the pupils' needs; long or short term goals for the individual child with special needs (Kaprova, 2006). Due to diverse needs of children with intellectual disabilities the progress report helps the planning team to review the IEP for the child; either by re-planning or by introducing new activities because the child will have mastered what was planned. The progress report also helps the planning team to come up with a common decision of how best they can meet the individual needs of the child (Prezant and Marshak, 2006).

5.5.2 Participation of parents in planning and evaluation of IEP

Individualized Educucation Programme is very important in a child's education; especially for a child with intellectual disability. Results indicated that parents worked together with teachers by planning for the child's IEP in order to draw a programme appropriate for the child.

There is no doubt from the research outcome that parents played an active role in the development, implementation and evaluation of individual programmes. They know their children better and often the parent is the first to notice any changes in the skills and behaviour. In agreement, the IEP Guidelines (1999) observed that a team of professionals in company of a special teacher and the parent pool knowledge, experience and commitment to design an educational program that will help the student be involved in, and progress in the general curriculum. The main aim of the IEP programme is to advice the educational and pedagogical work in general, inform the parents about the principle education options and permit an approximate evaluation of the child progression (Smith, 2005).

Parents play a very vital role in the success of this programme, because they have valuable information about their children. The team members of the multidisciplinary team need to fully understand and identify student's strength and educational needs in order to complete an evaluation. Therefore parents need to give the team any helpful information they have about their child including a list of all the support services required. The description should clarify what modifications, materials and teaching strategies are used and the main goals they would like to see addressed in the near future (IDEA, 2004).

5.6   Advocacy groups for children/ people with disabilities

In addition to that some parents have visited parents' advocacy groups where they have shared experiences and guided on how best to educate their children in mainstream schools, because they believe that their children would receive quality education if they interacted with other assumed normal children.

It is believed that parents' participation in their children's education normally improves their performance and especially to children with intellectual disabilities.

Evans (1995) in agreement observed that in developed countries, parents over the years played a crucial role in formulating and implementing policies in the integration of children into mainstream schools. They lobbied for better services and rights for their

children. They asked for participation in the day today running of schools including actual teaching and also facilitated their children's transition from school to home. However, experience has shown that most of the parents and teachers of children with intellectual disabilities are not involved in the formulation of most policies concerning those children. This therefore calls for urgent attention if the stakeholders are to play their part effectively.

6. CONCLUSION, SUGGESTIONS AND RECOMMENDATIONS

6.1 Conclusion

I will review the general research questions which were the focus of this study. The conclusion will be based on the information from the literature and the results of the research and also formulate suggestions and recommendations for future research.

Parental involvement in the education of children with intellectual disabilities was found to be very important in the life of the child. The study found out how parents and teachers were involved in the education of children with intellectual disabilities in main stream primary schools. The study went further to find out the kind of support parents provided to their children; at school and at home and how parents and teachers worked together in order to support children with intellectual disabilities.

'Studies have shown that one of the reasons causing a high dropout rate in Universal Primary Education schools' is lack of lunch. 'Can you imagine a child going without anything from 10.00 p.m the previous night to 6.00 p.m the next day when they get back home?' (Kasozi, New Vision, 4 July 2007)

This shows that some parents do not play their rightful responsibilities; as one of the parents' responsibilities is to provide food for his/her child.

Besides that, the main concern of my research was how parents were involved in the education of their children with intellectual disabilities in the classroom and at home and

how parents and teachers worked together in order to support children with intellectual disabilities.

Additionally I will explore the main research questions and their outcome.
What kind of classroom support do parents provide to their children with intellectual disabilities in a mainstream school?

Results indicated that parents were not involved in supporting their children with intellectual disabilities in their lessons in class nor volunteer to facilitate in any classroom activity. I concluded that although parents' involvement was encouraged, parents roles and responsibilities in regards to classroom support were not clearly stated to them. It is important for schools to avail parents with the broad program of the school and also to educate them on their roles and responsibilities towards the education of their children. Public Agenda (1999) shared the same view through its contribution which observed that although parents value and invest in their children's education, many parents find it a problem to participate in various educational activities for their children due to family social and economical burdens. For better co-ordination schools should have a document which covers all school programmes with well stipulated parent roles and responsibilities laid down.

Results revealed that some parents were very active in school activities/ functions such as parents meetings and open days yet others went beyond and checked on the progress of their children with intellectual disabilities. However results revealed that there were still some parents who were not keen in the education of their children. This was evidenced by the teachers when they observed that some children come to school with incomplete or with home work which is not done.

Another central question was;
How are parents involved in the education of their children at home?

The out come of the study indicated that most parents supported their children at home by providing scholastic materials, supervising and monitoring their homework. They provided routine for study and homework, provided books and a place for studying. They checked the child's booklet daily to establish the progress of the child and held discussions with their children in connection with their school work as this would help them to have a better plan for the child.

Furthermore, Peng and Wright (1994) in agreement observed that parents provided encouragement, environment which is conducive and materials necessary for successful studying to take place. The results shared the same view with Peng and Wright (1994) by observing the importance of parents monitoring the time spent doing homework, monitoring when children return home from school and the extent to which children watched television.

Based on the outcome I concluded that parents should not only be involved in school activities but they should also support their children at home. It is common knowledge that for better results, 'what is learnt in school should always be continued at home'.

How are parents and teachers involved in the education of children with intellectual disabilities in a mainstream school?

The results of the study revealed that parent-teacher working relationship was good. Parents normally discussed their children's progress with the teachers to ensure that the set goals were appropriate to the child's level of performance. Such discussions normally assisted in the evaluation of the individualized education programme so that they did not have to wait until the end of the year or term. Changes could be made depending on the performance of the child. For all this to happen, parents must work hand in hand with the teachers if children with intellectual disabilities are to develop their potential.

The study was also interested in groups of parents of children with intellectual disabilities. In most cases parents of children with intellectual disabilities themselves

often experience marginalization like their children (Saivayrynen, 2002).Therefore the importance and encouragement of parents groups have been emphasized because the groups support each other, share information and work together in order to improve the welfare of their children. It is important to remember that advocacy organizations help parents to demand for the rights of their children with intellectual disabilities. And their voice most times influences the systems of services and improves the care available for their children.

Finally, the way forward is to build on and strengthen the good relationship between parents, teachers and learners. To facilitate this, parents should be allowed and assisted to participate in all activities concerning their children with intellectual disabilities. The goal of the school should be parents' empowerment. This means that schools must engage parents as equals and not as clients because parents are consultants of their own children. Similarly this is supported by United States Education for All handicapped children (1975) Act and Britain Education (1981) Act, which specifically provides the right for parents to participate fully in the process of assessment and decision making concerning their children. And the Czech Republic where parents are supposed to participate in planning, evaluation and decision making for their children.

Additionally, in the Czech Republic, Gargiulo and Cerna (1999) observed that placement and decisions were intensively discussed with the parents before arriving at a final decision, although the permission is not prerequisite for admission.

From parents and teachers response one can deduce that children with intellectual disabilities have diverse needs. This implies that no single person can adequately identify and resolve issues and problems of children with intellectual disabilities (Surjan, 2002). Thus why it is important for schools to use an interdisciplinary team for the diagnosis and placement of children in a special school or a mainstream school because the team is comprised of parents and other professionals who come up with common decisions of how best they can meet the individual needs of the child.

6.2 Research professional benefits

Carrying out research helped me to appreciate and respect other peoples' views and opinion which enabled me to become more informed on issues concerned with parents' involvement in the education of children with intellectual disabilities. My direct engagement in this research has enabled me to have a focused mind and to think critically on how I will improve parental involvement in my country Uganda in order to promote inclusive education. This helped me to make some suggestions and recommendations for Prague (Czech Republic) and Uganda. Hopefully the suggestions and recommendations will contribute to available literature and cause a positive impact on parental involvement in the education of children with intellectual disabilities. The outcome of this research is also meant to help me to carry out a more detailed research in my country Uganda and in particular in Jinja District where I work. The results of this research will be used as my foundation of lobbing from both government and non governmental organizations in order to implement the recommendations on parental involvement. Hence parental involvement is a big concern in Uganda and especially in the district where I work as it was indicated by Kasozi (2007).

'The daily lives of individuals with intellectual disabilities are influenced by the; resources available to them, the attitudes of people they live with, the people they meet in the community and the people who support or teach them.' (Cromer, 2000:5)

6.3   Suggestions

There were problems and limitations in the study that should be addressed for future study. One of the problems was the small area which was studied. The study was confined to only three mainstream primary schools compared to the number of such schools in Prague. This was because of the limited time since the research was meant for an academic award during a specific time therefore the deadline was to be respected.

For more understanding of how parents are involved in the education of children with intellectual disabilities it is recommended that more schools should be involved in future studies for comparison and the length of time for carrying out research should be revised.

Secondly, the sample was small particularly for parents of children with mild intellectual disabilities in the entire Prague. This also applied to teachers who were only seven compared to teachers who handle such children. This was because of limited time and the schools' were busy preparing for end of term examination and summer holiday. For future research, there is need to have a bigger sample of both parents and teachers for better results.

6.4   Recommendations

The ideological rationale is that people affected decisions of public instruction should be involved in making those decisions. Since Parents are the first teachers of their children then, they should be involved in all matters concerning their children with intellectual disabilities. Similarly Schaefer &Ryon (2004) acknowledged parental involvement when they stated that, change is most likely when those affected are involved in the planning and decision making. Researchers indicated that nothing creates more of a sense of being involved in ownership day to day school activities (Antunez, 2000; Hammad & Koki, 1998 in Marzano, 2003:6-13).

6.4.1 General recommendations

- Parents, teachers and the entire community need to be sensitized to accept the differences and to interact positively with children with intellectual disabilities.
- Parents should facilitate and develop the child with intellectual disability; emotionally, mentally, socially and physically to the highest level.
- The learning situation for children with intellectual disabilities must be supported at all times with additional facilities in terms of suitable conducive environment and related materials.
- Policy makers should respond to the needs of children by increasing financial support to families of children with intellectual disabilities.
- Strategies should be put in place to change the attitudes of administrators and educators to enable them to take on their responsibilities, to focus on what can be done as opposed to finding excuses not to try to provide training information

sharing opportunities and to develop real partnership with parents (Bunch and Valeo, 1997 in Udvari and Solner, 1993:86-114).

6.4.2 Recommendations for Prague

- Teachers should be encouraged and supported to carry out more research in order to establish more friendly strategies of assisting children with intellectual disabilities in a mainstream setting.

- Equip schools with various resources capable of meeting diverse needs of children.

- Parents should always be reminded or made aware of their roles and responsibilities in the education of their children with intellectual disabilities.

- Teachers and parents should find the best means for busy parents to contribute to school activities as well as participate in activities with other children by organizing meetings and related educational activities near parents' homes.

- The education system should develop closer partnership with parents in evolving policies and practice for special education needs provision.

6.4.3 Recommendations for Uganda

The public is conscious about the status of children with intellectual disabilities, however despite those positive trends towards people with disabilities, children with disabilities encounter several challenges in accessing education through ordinary primary schools in Uganda. Just from my experience, the concept of equality and full participation for persons/ children with disabilities seem to be more impressive on paper than in actual practice.

- There is need to clarify the policy of inclusive education and explain what inclusion means to different stakeholders.

- Teachers should be given an opportunity for refresher training organized by the Department of Education in conjunction with the Ministry of Education and Sports.

- Sensitization programmes should be undertaken for attitude change to target; parents of children with intellectual disabilities, school management committees, parents' teachers' association and the general public so that children with intellectual disabilities concerns are adequately addressed.

- Government should provide special equipment to aid the education of children with intellectual disabilities. This should include both local production and procurement from external sources.

- The teacher-pupil ratio should be carefully considered where the education of children with intellectual disabilities is involved.

- The school syllabus, time table and examination system should be reviewed to consider the special needs of children with intellectual disabilities.

- Proper early identification, assessment should be done before children are admitted in mainstream schools for proper planning.

- School placement; the decision as to where the child should receive his/her education should be a consensus between the assessment team. However, parents have a wish for their children's education and their opinion should be given respect.

- Parents should meet teachers to discuss their children's progress because this gives parents awareness and opportunities to learn about current trends in

education of children with intellectual disabilities and to think about future prospects for their children.

- Parents should be helped to lobby for support from both Government and Non-Governmental Organizations in order for their children with disabilities to access all services like all other children.

- The Education Department together with the Child Welfare office should encourage and support parents to join or form advocacy groups where they can share their experiences in order to promote the well being of their children with intellectual disabilities.

- Local leaders should design strategies of exchanging information and experiences on parental involvement in the education of children with disabilities in mainstream schools between the two countries; the Czech Republic and Uganda. And also plan for exchange visits of parents in Prague (Czech Republic) and Jinja (Uganda).

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Teachers interview responses: Appendix A

Theme: 1

Teachers interview responses: Appendix A

Theme: 1

Responses of seven teachers on how they discuss with the parents the problems or progress of his/ her child with intellectual disabilities.

a	*'Phone, letter, advice.'*
b	*'I am in everyday telephone contact with the teacher and I receive the feedback.'*
c	*'Mostly, school is the initiator of the discussion. It invites the parents for interviews and regular check-ups.'*
d	*'Advice, phone and by letter.'*
e	*'He comes for an appointment with the teacher on a special pedagogy and I dot tell other parents about this meeting.'*
f	*'I see parents every morning when they send their child. The assistant teacher informs parents about children's work in class.'*
g	*'Parents use consultancy meetings with the teachers and phone calls*

Theme: 2

How lack of parent's involvement affect the progress of the child. Teachers' response;

a	*'Children don't have sufficient motivation for their work at home and at school too. In this case they don't have possibility to make bigger progress .With engaged parents it would be possible.*
b	*'The child doesn't feel there is unity between school, parents and the teacher. He doesn't get support with his school work. The regular exercises are missing. The child has no chance of practice at home.'*
c	*'Child's progress in learning is slower if the pupil is less motivated for school work.'*
d	*'Negative. Therefore the child is deficiently motivated. I feel that the child can manipulate with parents or teacher. In case of mental handicap or learning disability (dyslexia) involvement of parents is a necessary premise for child success at school.'*
e	*'The development of the child is much limited. The time spent at school is quite little in comparison with the time spent with the parents. If the parents do not know how to deal with a child or don't have an involvement. The child experiences two different approaches, school and parents and sometimes these two approaches collide.'*
f	*'Assistant teacher and the class teacher give everyday a written report about the day and how the child was involved. I consult other steps with parents.'*
g	*'Children sometimes forget to bring their pens, pencils. Sometimes children come to school without having done their homework. Many parents do not know important information about their child. Small children are affected when parents don't attend school program such as Christmas party for them.'*

Theme 3

Teachers' response on means of facilitating a parent who wants to get involved in the education of his/ her child.

a	'We advice, and counsel. We consult in which way the parent can cooperate. It is possible to choose some lessons. We discuss what will be useful to practice at home. And what I anticipate of my help to the child.'
b	'Involve him to prepare the child's individual plan. I tell him my intentions and strategy and mainly I show him the atmosphere in the class.'
c	'Extra meetings and guidance with learning/ teaching at home.'
d	'Regular advice, sensitive and motivational work with parents. Its possible to move parents to participate at lessons. Clear and comprehensible valuation of the child.'
e	'I would propose for him good materials like books from which he can practice with the child and explain the child's special needs when teaching him. Teacher creates many breaks during exercises to have much patience.'
f	'Meeting with teachers and parents out of school where they can share information and experience.'
g	'I give them advice, show them books and program. Problems are discussed with parents and psychologist. I enjoy when parents come for out of school activities; cinema, theatre.'

Theme 4

Teachers' response on parent-teacher collaboration

a	I discuss with the parent about the situation of the child and problems that the parents have with the child at home. If possible l help or give advice to solve the situation. Not always that the problems are related with school. It would be good to talk about behaviour at home and cooperation in housework. It is good to compose the parents, that everything is on a good way and help him prepare the child at home.'
b	'Meeting of parents all together both parents with and without children with intellectual disabilities. To let the parents make non formal relationships for example during class or school activities.'
c	'Parents visit and assist the child during the lessons in the classroom.'
d	'Parents are in a difficult situation, therefore l consider as acceptable to consider the child, give more time and patience.'
e	'This year the parents of all children from the class prepared a trip for them and the father of the handicapped boy went with him too.'
f	F did not respond to this question.
g	G did not respond to this question.

LETTER OF CONSENT: Appendix B
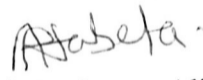
Dear sir/madam,

I am an Erasmus Mundus Student, pursuing a Masters degree in Special Education. I am carrying out a study on parental involvement in the Education of children with intellectual disabilities in mainstream primary schools in Prague. I am interested in parents' involvement in the Education of their children with intellectual disabilities. And I hope that the study will improve parent-teacher relationship in order to improve the child's performance both in school and at home.

I promise that your responses to the statements will be used for my research only and that personal information will be completely confidential during the whole process and final research products.

Thank you for giving me your time.

Yours faithfully.

Nabeta- Igeme Alice

PARENT'S QUESTIONNAIRE: Appendix C

I am a student of Erasmus Mundus MA. Programme, interested in the parents and their children with intellectual disabilities. Therefore, lam requesting you to complete this questionnaire by responding to the items on a 1-4 rating scale by circling.

1. Never

2. Rarely

3. Sometimes

4. Always

Information about the parent

Title: Parent/Guardian/Other specify.(tick one)

Sex: Male/Female

Age group **(circle one of the choices)**

(a) 16-24   (b) 25-34   (c) 35-49   (d) 50-64   (e) 65 above

Parent's status:
   (a)Married   (b) Single parent   (c) Adoptive   (d) step parent

Number of children in the family------- (complete the statement)

Parent's education:

(b) Elementary school   (c) High school   (d) College/University (e) other (please give details)

Information about the child

Child's letter of his/ her first name: ------------------   Sex: Male /Female (tick)

Age:_____   Class:_____

Parent's participation in school activities.

1. I help my child with his/her lessons in the class.   1 2 3 4

2. I volunteer to help my child in various subjects/activities (such as
      Reading /writing in the classroom).   1 2 3 4

3. I assist in making teaching/ learning materials.   1 2 3 4

4. I discuss child's progress with the teachers.   1 2 3 4

5. I take my child to the library and help him to select relevant materials   1 2 3 4
      for his/ her work.

6. I respond to school's obligations such as participating in the   1 2 3 4
      individual education plan for my child

7. I attend school parents' meetings.   1 2 3 4

8. I attend open days.   1 2 3 4

9. I attend school sports days. 1 2 3 4

10. Do you discuss the child's problems and his/her school progress with
the respective teachers? If yes, why? If not, why?

_____

_____

_____

_____

_____

11. How else are you involved in the education of your child with intellectual disability?

_____

_____

_____

Parent's support to his/her child at home

12. I help my child to plan time for homework and household activities. 1 2 3 4

13. I help my child to select appropriate reading materials for him/her such
as story books or magazines. 1 2 3 4

14. I be beside him/her and explain the difficult homework instructions. 1 2 3 4

15. I read together with the child. 1 2 3 4

16. I check to see that the child has done all his/her homework 1 2 3 4

17. I check the child's booklet and sign it. 1 2 3 4

18. I select educational media programs for the child to watch (television)   1 2 3 4

19. I go with my child to public gatherings such as; plays, concerts and church   1 2 3 4

20. How else do you support your child at home?

_____

_____

_____

_____

Parent's partnership focused role.

21. I receive a progress report of my child to inform me whether or not my child is   1 2 3 4
making progress towards the goals which were developed.

22. I participate in discussions and decision making concerning my child   1 2 3 4
_____

23. I Participate in planning and evaluate the Individual Education   1 2 3 4
Programme (IEP) for my child.

24. Are you involved in any advocacy groups for children/ people with intellectual disabilities? If so, elaborate.

_____

25. Do you think your child has benefited from learning in an inclusive school?   If
yes, how has he/she benefited?

DOTAZNÍK PRO RODIČE: Appendix D

O vyplnění dotazníku žádáme rodiče/opatrovníky dětí s mentálním postižením, které navštěvují základní školu s inkluzivním vzděláváním v Praze.

Odpovídejte, prosím, na jednotlivé otázky podle posuzovací škály 1- 4 zakroužkováním:

1 nikdy   2 zřídkakdy   3 někdy   4 vždy

Informace o rodičích

(a) rodič   (b) opatrovník   (c) jiné -specifikujte (zaškrtněte jedno označení)

Pohlaví: (a) muž   (b) žena

Věková kategorie (zakroužkujte jednu z možností):

(a) 16-24   (b) 25-34   (c) 35-49   (d) 50-64 (e) 65 a více

Stav:

(a) ženatý/vdaná   (b) osamělý rodič   (c) adoptivní rodič   (d) nevlastní rodič

Počet dětí v rodině: ………..   (doplňte údaj)

Vzdělání rodičů:
(a) základní
(b) vyučen
(c) středoškolské

_____

_____

_____

_____

Thank you for your time and participation.

(d) vysoká škola

(e) jiné (prosím uveďte detaily)

Informace o dítěti

První písmeno z křestního jména dítěte: ----

Pohlaví: (a) chlapec   (b) dívka

Věk:_____   Třída:_____

Participace rodiče na školních aktivitách.

1. Pomáhám svému dítěti při výuce ve třídě.   1 2 3 4

2. Poskytuji pomoc svému dítěti v různých předmětech /aktivitách
(jako je např. čtení / psaní ve třídě).   1 2 3 4

3. Účastním se vytváření učebních materiálů.   1 2 3 4

4. Diskutuji o pokroku dítěte s učiteli.   1 2 3 4

5. Beru své dítě do knihovny a tam mu pomáhám vybrat relevantní materially
pro jeho/její práci do školy   1 2 3 4

6. Reaguji na školní povinnosti jako je např. participace na individuálním
vzdělávacím plánu   1 2 3 4

7. Účastním se školních rodičovských schůzek   1 2 3 4

8. Navštěvuji dny otevřených dveří školy.   1 2 3 4

9. Účastním se sportovních akcí školy.   1 2 3 4

10. Probíráte problémy dítěte a jeho pokrok ve škole s příslušnými učiteli? Pokud ano, proč? Pokud ne, tak proč ne?

_____

_____

_____

_____

_____

11. Jakým jiným způsobem se angažujete ve vzdělávání svého dítěte s mentálním postižením?

_____

—

_____

_____

_____

Rodičovská podpora dítěte doma

12. Pomáhám svému dítěti naplánovat si čas na domácí úkoly a domácí aktivity. 1 2 3 4

13. Pomáhám svému dítěti s výběrem vhodných materiálů ke čtení jako jsou   1 2 3 4
např. knížky pohádek nebo časopisy.

14. Jsem vždy u dítěte a vysvětluji obtížné zadání domácího úkolu.   1 2 3 4

15. Čtu společně s dítětem.   1 2 3 4

16. Kontroluji, zda mé dítě udělalo všechny domácí úkoly.   1 2 3 4

17. Kontroluji sešitek dítěte a podepisuji jej.   1 2 3 4

18. V televizi vybírám pro své dítě vhodné vzdělávací programy.   1 2 3 4

19. Chodím se svým dítětem na veřejnost, např. na koncerty a do kostela apod.   1 2 3 4

20.   Jakým   jiným   způsobem   podporujete   doma   své   dítě?

_____

_____

_____

_____

_____

Spoluúčast rodiče

21. Přijímám zprávu o činnosti svého dítěte, abych byla informována, jaké pokroky mé dítě dosahuje

                                               1 2 3 4

22. Účastním se jednání a rozhodování týkajících se mého dítěte.   1 2 3 4

23. Účastním se na plánování a hodnocení individuálního vzdělávacího programu 1 2 3 4 Mého dítě.

24. Jste součástí nějaké skupiny obhájců dětí /lidi s mentálním postižením? Pokud ano, 1upřesněte

_____

_____

_____

25. Myslíte si, že Vaše dítě má nějaký prospěch ze vzdělávání v základní škole s inkluzivním vzděláváním? Pokud ano, tak jaký?

_____

_____

_____

_____

_____

Děkuji za váš čas a spolupráci.

TEACHERS INTERVIEW: Appendix E

Teachers will respond to 1-4 rating scale as below:

1. Never
2. Rarely
3. Sometimes
4. Frequently

Information about the teacher:

Title: Classteacher, support teacher, headteacher /other specify

Sex: Male/ Female (tick your choice)

School:--- Class:----------

How many children do you have in a class?---------

How many children are intellectually disabled?

What is your qualification?

(a) Untrained   (b) Certificate   (c) Diploma   (d) Degree/Others (specify)

Teaching experience:

(a) 5 years or less   (b) 10 years (c) 15 years   (d) More than 15 years

1. The parent provides scholastic materials to his/her child.   1 2 3 4

2. The parent Volunteers to facilitate some lessons in the class.   1 2 3 4

3. The parent visits the school/teacher to check on the progress of his/her child   1 2 3 4

4. The child attends school regularly.   1 2 3 4

6. The child comes to school on time.   1 2 3 4

5. The parent supervises and monitors the child's homework.   1 2 3 4

6. The Parent attends meetings when invited.   1 2 3 4

7. The parent attends school open days.   1 2 3 4

8. The parent attends school sports days.

9. The parent participates in planning and evaluation for his/her child (IEP)   1 2 3 4

10. The Parent takes part in discussions with the respective teachers on the problems or the progress of the concerned child.   1 2 3 4

How?

----

11. How does lack of parental involvement affect the progress of the child?

Elaborate._____

_____

_____

_____

_____

12. How do you facilitate a parent who wants to get involved in the education of his/ her child?

_____

_____

_____

_____

13. Will you please state any other information about parent's involvement not suggested here.

_____

_____

_____

Thank you for your valuable time and participation.

I

INTERVIEW UČITELŮ : Appendix F

Učitelé budou odpovídat dle posuzovací stupnice 1-4 viz. níže:

5. Nikdy
6. Zřídka
7. Někdy
8. Často

Informace o učiteli:

Titul: třídní učitel, asistent učitele, ředitel školy /jiný

Pohlaví: Muž / Žena (zaškrtněte váš výběr)

Škola: Třída: Věk:

Kolik dětí máte ve třídě?

Kolik dětí je s mentálním postižením?

Jaká je vaše pedagogická kvalifikace?

(a) Bez pedagogické kvalifikace   (b) středoškolská   (c) vysokoškolská - bakalářská

(d) vysokoškolská - masgisterská (e) Jiná (specifikujte)

Zkušenosti v oboru:

(a) 5 let či méně   (b) 10 let   (c) 15 let   (d) více než 15 let

1. Rodič opatřuje svému dítěti školní potřeby.   1 2 3 4

2. Rodič dobrovolně pomáhá ve třídě při některých vyučovacích hodinách.   1 2 3 4

3. Rodič navštěvuje školu/učitele, aby si ověřil vývoj svého dítěte.   1 2 3 4

4. Dítě chodí do školy pravidelně.   1 2 3 4

6. Dítě přichází do školy včas.   1 2 3 4

5. Rodič dohlíží a kontroluje dítěti úkol.   1 2 3 4

6. Pokud je rodič pozván, účastní se schůzek.   1 2 3 4

7. Rodič se účastní dnů otevřených dveří školy.   1 2 3 4

8. Rodič se účastní sportovních dnů školy.   1 2 3 4

9. Rodič se podílí na plánování a hodnocení svého dítěte. (IVP)   1 2 3 4

10. Rodič diskutuje o problémech nebo o pokroku svého dítěte s příslušnými učiteli.

1 2 3 4

Jak? _____

11. Jak je ovlivňován vývoj dítěte při nedostatečné angažovanosti rodičů?
Popište:_____
_____
_____
_____
_____

12. Jak pomůžete rodiči, který se chce zapojit do vzdělávání svého dítěte?

_____

_____

_____

_____

13. Můžete prosím uvést ještě nějaké další informace týkající se angažovanosti rodičů, které zde nebyly navrženy?

_____

_____

_____

Děkuji Vám za Váš drahocenný čas a spolupráci.