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## **FAMILIES' EMOTIONS, PERCEPTIONS, PREPARATIONS AND EXPECTATIONS REGARDING INCLUSIVE EDUCATION (PRIMARY SCHOOL EXAMPLE)**

*Research article*

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# EMOTIONS, PERCEPTIONS, PREPARATIONS AND EXPECTATIONS OF FAMILIES REGARDING INCLUSIVE EDUCATION (PRIMARY SCHOOL EXAMPLE)

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## Abstract

This study was conducted to determine the feelings of families when they learned that their children should continue inclusive education, their perceptions, preparations and expectations regarding inclusive education. The study was carried out via a case study, one of the qualitative research methods. In the study, 26 volunteer families whose children were involved in inclusion practices participated in the study. The families were selected through purposive sampling. Data were collected using a semi-structured interview form and analysed using content analysis method. As a result of the study, it was determined that happiness and sadness were the first two important reactions of the families when they learned about their children's need for inclusive. The terms perceived by families related to inclusion practices were identified as educational process together with peers, bringing together with the same disability group, a bad situation, illness, support education, children's socialisation, and ensuring harmony with peers, respectively.

*Keywords:* Educational process, inclusion, families, feelings, expectations

## 1. Introduction

The inclusive education philosophy supports the idea that students with special needs are just as competent as those with normal development. At the same time, successful inclusive education takes place by accepting, understanding and paying attention to student differences and diversity in the physical, cognitive, academic, social and emotional fields. In addition, the support of school administration, teachers, students with normal development, other personnel and families is also needed in inclusive education. In addition, students with special needs can receive support from different disciplines according to their needs in inclusion. In inclusive education, it is known that the aim is for students with special needs to participate in education together with their peers in the same environment. Inclusive education is supported as a right for all students internationally and strengthens its position as a humanitarian, moral, and legal obligation (Kefallinou et al., 2020). It is emphasized that inclusive education is a reflection of an equal and fair society (Simon et al., 2019) and is important for special needs students to adapt to the community they live in and acquire independent living skills (Hornby, 2014). In the literature, inclusive education is defined as the provision of necessary support systems for students with special needs, both inside and outside the classroom, to participate in education with their peers (Kargın, 2004; Sucuoğlu and Kargın, 2006).

There are many studies in the literature on the benefits of inclusive education. Researches conducted in the field indicate that inclusive education for students with special needs has no negative impact on the academic performance of their classmates. In contrast there are many positive effects such as socialization, empathy development, understanding of differences, and adaptation for typically developing peers (Alnahdi, 2019; Deniz and Karabulut, 2022; Gallagher et al., 2000; Hehir et al., 2016; Szumski et al., 2017). It has been reported that inclusive education has significant positive effects on the academic, language development, and social levels of students with special needs (Deniz and Karabulut, 2022; Vianello and Lanfranchi, 2015). Families have a legal say in the decision-making process of placing their children in inclusive environments. It is known that families play a crucial role in their children's education and that family support is essential in inclusive education (Deniz and İlik, 2021; Güleç Aslan, 2016). Research results in the field indicate that families who continue with inclusive practices experience psychological relief, gain knowledge about their children's needs and abilities, establish compatibility between their children's performance and their own expectations, and receive information on education and the promotion of positive behavior (Boer et al., 2010; Deniz and İlik, 2021; Deniz and Karabulut, 2022; Ministry of National Education [MEB], 2010; MEB, 2013; Simon et al., 2019).

To prepare the families of students with special needs for the inclusive education process, they should be provided with information about the necessity of education through inclusive education, the benefits for the child, and the roles and responsibilities expected of them during the process. Additionally, it is suggested to introduce the school and inform about classroom rules for the student's adjustment to the school and classroom, plan activities for communication and interaction with typically developing students, and address interventions for addressing any problem behaviors of the student (MEB, 2010; MEB, 2013). In the literature, it is known that families of students receiving inclusive education prefer inclusive practices more due to the possibility of their children's social participation in peer groups (Boer et al., 2010). Furthermore, research results suggest that inclusive education can support acceptance of students with special needs by typically developing peers and better prepare them for real-life situations (Duhaney and Salend, 2000), and overall, families exhibit a positive attitude towards inclusion (Tafa and Manolitsis, 2003). Moreover, the literature states that inclusive education has positive aspects not only for students with special needs but also for their typically developing peers, teachers, and families. For example, besides the benefits to peers such as recognizing individual differences, respecting others, empathizing, and learning to live together, it contributes to informing families about how to behave at home and provide assistance to the child with special needs through collaboration with the school (Yücelkan, 2022).

In inclusive education practices, families may occasionally encounter various problems. It has been observed that families need to be informed and supported socially regarding inclusive education (Çifci Tekinarslan et al., 2018) and that they should be supported through multidimensional social programs against social isolation and exclusion (Yüksel and Tanrıverdi, 2019). It is also observed that in inclusive education practices, children experience social adjustment problems, and their families feel saddened by this. They seek support for their children's social adjustment problems and benefit from inclusion support to resolve these problems (Parlak, 2017). Some research findings related to inclusive education indicate that teachers feel that they do not receive sufficient and informed support from families in inclusive education practices, and they consider the support provided to children with special needs to be inadequate. Teachers have expectations from families regarding communication, cooperation, interest, and support at home (Şahan et al., 2021). It is stated that inclusive

education will be more effective when supported by teachers, students, families, and the entire community (Krischler, 2019).

Families who learn that they have a child with special needs during prenatal, birth, or postnatal periods go through stages such as shock, denial, guilt, anger, blame, excessive protection, acceptance, and adaptation, which show similarities up to a certain point. However, in some cases, families may oscillate between these stages or get stuck in a specific stage (Coşkun and Akkaş, 2009). However, no research has been found in the literature regarding the emotions felt by families of students who have recently learned or heard about the need for their child to continue inclusive education. Furthermore, no studies have been found regarding the perceptions and preparations of these families regarding inclusive education. Some research on the expectations of families with children with special needs in the literature states that they expect from teachers in schools: conducting family education, being relevant, improving their knowledge about special education, preparing individualized education programs, and supporting their developmental areas (Yazıcı and Durmuşoğlu, 2017). As for administrators, their expectations include giving importance to family education and involvement, organizing social activities, emphasizing information dissemination, being involved with them and their children, and providing psychological support (Yazıcı and Durmuşoğlu, 2017).

This research differs from other studies in aspects such as identifying the emotions felt by families when they first learn that their children need inclusive education, determining their perceptions of inclusive education, and revealing their preparations related to inclusive education. Therefore, it is thought that providing these insights about families to the literature would make a significant contribution. The aim of this study is to determine the following aspects of families of students with special needs who continue inclusive education in primary school:

- The emotions they feel when they learn that their children need inclusive education.
- Their perceptions of inclusive education.
- Their preparations related to inclusive education.
- Their expectations from inclusive education practices.

## 2. Methodology

### 2.1. Research Design

This study, aiming to determine the emotions, perceptions, preparations, and expectations of families regarding inclusive education, utilized the qualitative research method of case study. Case studies are research designs in which a particular entity or situation is defined and analyzed in relation to its specific context and time (Büyüköztürk, Kılıç-Çakmak, Akgün, Karadeniz, & Demirel, 2009). In case studies, the objective is to comprehensively examine and deeply explore a current situation or multiple situations (Merriam & Grenier, 2019). In this research, a case study approach was chosen to thoroughly investigate and uncover the emotions, perceptions, preparations, and expectations of families regarding inclusive education.

### 2.2. Study Group

The purposive sampling method of snowball sampling (chain sampling) was used in selecting the study group. Snowball sampling is effective in identifying rich sources of information related to the researcher's problem (Yıldırım and Şimşek, 2013; 139). This method

was preferred because it allows for in-depth exploration of situations believed to possess rich information. The study group consisted of 26 parents (mothers and fathers) of elementary school students who continued inclusive education practices between January 2023 and April 2023 in the central districts of Adana and Kayseri. Twenty of the participating families were female, and six were male. The age range of the families included in the study group varied between 25 and 58 years. The children of these families had been participating in inclusive education practices for a period of 1 to 2 years. Families with a longer duration of participation in inclusive education were excluded from the study. This decision was made considering the risk of families not remembering the information related to the initial emotions they felt, the terms they perceived, and other questions regarding inclusive education found in the research questionnaire. Demographic information regarding the families' children with special needs is provided in Table 1.

Table 1. *Demographic characteristics of the participating families and their children in the study.*

| Demographic characteristics  | f                            |    |
|------------------------------|------------------------------|----|
| Gender of the families       | Female                       | 20 |
|                              | Male                         | 6  |
| Type of students' disability | Mental Disability            | 5  |
|                              | Special Learning Disability  | 8  |
|                              | Visual Impairment            | 2  |
|                              | Hearing Impairment           | 2  |
|                              | Physical/Physical Disability | 3  |
|                              | Autism                       | 2  |
|                              | ADHD                         | 4  |
| Students' grade level        | 1st grade                    | 5  |
|                              | 2nd grade                    | 10 |
|                              | 3rd grade                    | 11 |
| Total                        | 26                           |    |

When examining Table 1, it can be observed that out of the children of the participating families, 8 have specific learning difficulties, 5 have intellectual disabilities, 2 have hearing impairments, 2 have autism spectrum disorder, 4 have attention deficit hyperactivity disorder, 2 have visual impairments, and 3 have physical disabilities. It is also evident that all the special needs children included in the study are between the ages of 7 and 10, with 11 of them attending inclusive education in the third grade, 10 in the second grade, and 5 in the first grade.

### 2.3. Data Collection Tools

In the study, two data collection forms were utilized: a personal information form and a semi-structured interview form, which were developed by the researchers with the input of experts. During the preparation of the semi-structured interview forms, care was taken to ensure that the interview questions were easy to understand, concrete, and open-ended. Before preparing the interview questions, relevant literature in the field was reviewed, and observations regarding parents from educators working in the field were discussed and evaluated to determine the interview questions. Two expert opinions were obtained regarding the prepared interview questions, and the final version of the interview questions was determined. Subsequently, the obtained interview form was pilot tested on two families. The pilot study was evaluated, and the interview form was finalized.

The first seven questions in the semi-structured interview form are related to the personal information form. This section includes questions about the gender and age of the parent and child, the type of disability the child has, which grade the child is attending, and how many years they have been participating in inclusive education. The following eleven questions aim to determine the emotions, perceptions, preparations, and expectations of the families regarding inclusive education. The questions addressed to the families, which are included in the semi-structured interview form, are provided below.

- How did you feel when you first heard that your child would participate in inclusive education? What emotions did you experience?
- What do you perceive when you hear the term "inclusive education"?
- How would you define inclusion?
- What are your overall expectations from inclusive education?
- Have you made any preparations for inclusion? What preparations have you made?
- What kind of contributions do you expect inclusive education to make to your child?
- What are the expectations of your family members regarding inclusive education? (father/mother, siblings, others)
- What are your expectations regarding your teacher(s) in inclusive education?
- What are your expectations regarding other students in inclusive education? (peers who have typical development in their class and school)
- What are your expectations regarding administrators in inclusive education?
- Is there anything else you would like to mention?

#### **2.4. Data Collection Process**

The data was collected through face-to-face interviews with families whose children were attending inclusive education in primary schools in Adana and Kayseri city centers, between February 2023 and March 2023, after obtaining the necessary permissions. In the study, the interviews were conducted with the consent of the families on a voluntary basis. During the interviews, the purpose of the study was explained first, and it was assured that personal information would not be shared with any individual, institution, or organization. The interviews lasted between 17 and 25 minutes. The interview times were chosen to be convenient for the parents, allowing them to provide thoughtful and meaningful answers. Prior to each interview, the researchers provided information about the research to the parents and answered their questions in line with the purpose of the study.

#### **2.5. Data Analysis**

Content analysis technique was used for data analysis. Content analysis refers to the careful, detailed, and systematic examination and interpretation of a specific material to identify patterns, themes, biases, and meanings (Erbaş, 2018). In this study, content analysis was chosen to identify repeated words in the text, highlighted themes in the texts, and words or word groups that indicated these themes. After the data collection process, each participant was assigned a code name such as K.1, K.2, and so on. Then, five randomly selected interviews were verified by the researcher who did not transcribe the interviews. After the transcription process, to ensure reliability, eight interviews (25% of the data) were selected and independently analyzed by the researchers. The emerged themes and sub-themes were examined, and common themes were retained while different themes were discussed until consensus was reached. After





reaching consensus, the codes and themes were organized, and the findings were described and interpreted. Lastly, five parents (approximately 16% of the participants) were asked to review the findings and indicate whether they accurately reflected their thoughts. The participants confirmed that the findings accurately represented their thoughts. The validity of the interview questions used in the study was ensured by obtaining expert opinions. The themes and sub-themes generated by the researchers and experts were compared, and reliability coefficients were calculated. The reliability calculations were done using the formula  $[\text{Agreement} / (\text{Agreement} + \text{Disagreement})] \times 100$ . The inter-rater reliability was found to be 92%. Additionally, participant validation was conducted to determine if the study findings accurately reflected their thoughts. The findings were presented to three participating parents, and their feedback confirmed that the research findings were consistent with their own thoughts.

### 3. Findings

This section presents the findings obtained from the research.

Table 2 provides the findings related to the initial reactions of the families upon learning that their children needed to continue inclusive education.

Table 2. *Initial reactions of the families upon learning that their children needed to continue inclusive education.*

| First reactions of families | f  |
|-----------------------------|----|
| Happiness                   | 12 |
| Sadness                     | 8  |
| Crying                      | 2  |
| Anxiety                     | 2  |
| Refusing to accept          | 2  |
| Total                       | 26 |

When Table 2 is examined, it can be seen that the first two significant reactions of the families were feeling happy and feeling sad. In addition to these, it was found that some families had reactions such as crying, worrying, and not accepting.

Below are examples of responses from participating families regarding their reactions:

"I had prepared myself because my son was diagnosed at a young age. Actually, I was happy when he was included in inclusive education. Because my son has a habit of imitating others, and being with children without any special conditions made me happy." (Participant 1).

"When I first heard about it, I was very saddened. I even cried a lot. But with detailed information from our doctor, teacher, and guidance counselors, I felt much better." (Participant 7).

The findings regarding the perceptions of the participating families about inclusive education are presented in Table 3.

Table 3. *Perceptions of families regarding inclusive education.*

| Perceptions of families                                   | f  |
|---|----|
| Education with peers                                      | 10 |
| Bringing together children with the same disability group | 4  |
| A negative situation                                      | 4  |
| Illness   | 2  |
| Supportive education                                      | 2  |
| Socialization of children                                 | 2  |
| Adaptation with peers                                     | 2  |
| Total   | 26 |

When Table 3 is examined, it is determined that the terms most perceived by families regarding inclusive education are, in order, "education with peers," "bringing together children with the same disability group," "a negative situation," "illness," "supportive education," "socialization of children," and "adaptation with peers."

Below are examples of responses from participating families regarding their perceptions of inclusive education:

"Receiving education with peers, friends." (Participant 6)

"Being together with peers who have similar disabilities." (Participant 13)

"People around me said it was bad." (Participant 3)

The findings related to the preparations made by families for inclusion have been presented in Table

Table 4. *Preparations made by families for inclusive education.*

| Preparations made by families                | f  |
|--|----|
| Interviews with the teacher                  | 9  |
| Interviews with the Guidance Research Center | 7  |
| Interviews with the counselor                | 5  |
| Interviews with School Administrators        | 5  |
| Total  | 26 |

When Table 4 is examined, it is determined that families have engaged in discussions with teachers, Resource Allocation Meetings (RAM), guidance counselors, and administrators regarding inclusive education.

Below are examples of responses from participating families regarding the preparations they made for inclusive education.

"When we started school, I provided information about my child to the teacher. We discussed how we would collaborate." (P14)

"I took my child to the RAM. I obtained information about the process and obtained their reports." (P16)

"I sought support from administrators. They provided a teacher for support education. They work one-on-one." (P22)

Table 5 presents the descriptions of families regarding inclusion.



Table 5. *Definitions of families regarding inclusion.*

| Definitions of Inclusion                                | f  |
|---|----|
| Peer inclusion  | 10 |
| Individualized education based on their characteristics | 4  |
| Receiving support                                       | 4  |
| Receiving special education in the classroom            | 2  |
| Social integration with peers                           | 2  |
| Being brought to the level of high-performing students  | 2  |
| Achieving harmony with peers                            | 2  |
| Total   | 26 |

When Table 5 is examined, it is determined that the definitions provided by the families regarding inclusive education include the following: the inclusive student learning together with peers, receiving education based on their characteristics, receiving support, receiving special education in the classroom, social integration with friends, being brought to the level of high-performing students, and achieving harmony with peers.

Here are a few examples of the responses given by the families regarding their definitions of inclusive education:

"Inclusion means that my child can be in the same classroom as their peers and learn something." (Participant 18)

"Inclusion actually means recognizing our child's characteristics and providing education accordingly." (Participant 14)

"It is about our child receiving support." (Participant 20)

Table 6. *Presents the general expectations of the participating families regarding inclusive education.*

| General Expectations                                | f  |
|---|----|
| Academic development                                | 11 |
| Development of communication skills                 | 8  |
| Acquiring behavior that promotes social integration | 7  |
| Avoiding discrimination                             | 5  |
| Development of social skills                        | 5  |
| Receiving education appropriate for their level     | 4  |
| Forming friendships                                 | 3  |
| Learning self-advocacy and resilience               | 3  |
| Development of responsibility skills                | 3  |
| Improvement of the child's condition                | 3  |
| Total   | 52 |

When Table 6 is examined, it is observed that parents have multiple general expectations from inclusive education. Parents have various expectations regarding the academic, communication, and social skills development of their children, acquiring behaviors that promote social integration, avoiding discrimination, receiving education appropriate for their

level, learning self-advocacy and resilience, forming friendships, developing responsibility skills, and improvement in their child's condition.

Here are some examples of parents' responses regarding their general expectations from inclusive education:

"They should learn how to read and write, develop social skills, and secure their future." (K16).

"They should integrate with their peers, learn to fight for themselves, and acquire literacy skills." (K18).

"My child expressing themselves, communicating, and speaking." (K12).

Table 7. *Presents the findings regarding the expectations of parents from teachers in inclusive education.*

| Expectations of parents from teachers       | f  |
|---|----|
| Accepting them into their classrooms        | 5  |
| Providing support                           | 5  |
| Protecting them                             | 4  |
| Showing interest                            | 3  |
| Demonstrating a loving approach             | 3  |
| Supporting them academically                | 2  |
| Instilling positive behaviors               | 2  |
| Creating and implementing a special program | 2  |
| Total                                       | 26 |

When Table 7 is examined, it is determined that parents' expectations from teachers regarding their children include accepting them into the classrooms, providing support, protecting them, showing interest, displaying a loving approach, providing academic support, fostering positive behaviors, and preparing and implementing a specialized program suitable for their levels.

Below are a few examples of parents' expectations from teachers in inclusive education:

"I had some difficulties in this regard. It was a bit challenging to convince our teacher. She didn't want to accept it." (Participant 7)

"I want them to provide individual attention. I want them to pay more attention to the child. Because of the lack of necessary attention in the classroom, they sometimes feel left out." (Participant 17)

"I don't want them to oppress my child in the classroom. I want them to show care." (Participant 24)

Table 8 provides information about parents' expectations from typically developing peers in inclusive education.



Table 8. *Expectations of parents from typically developing peers in inclusive education.*

| Parents' expectations from peers: | f  |
|-----------------------------------|----|
| Non-exclusion                     | 7  |
| Non-bullying                      | 5  |
| Playing together                  | 3  |
| Not mocking or teasing            | 3  |
| Empathy                           | 3  |
| Forming friendships               | 3  |
| Showing tolerance                 | 2  |
| Total                             | 26 |

When Table 8 is examined, it is found that parents have expectations from peers who show normal development in inclusive education, such as not excluding, not bullying, playing together, not mocking, empathy, forming friendships, and showing tolerance.

Below are examples of parents' responses regarding their expectations from peers who show normal development in inclusive education:

"They should not exclude, let them play together, let them integrate, and not make fun of them." (Participant 19).

"Not being subjected to peer bullying. Teachers and parents should be careful and sensitive in this regard." (Participant 11).

"Understanding, tolerance, not being beaten, not being left alone, involving them in their games." (Participant 5).

Table 9 provides information about parents' expectations from school administrators in inclusive education.

Table 9. *Parents' expectations from school administrators in inclusive education.*

| Parents' expectations from school administrators:                         | f  |
|---|----|
| Organizing activities   | 6  |
| Providing support   | 6  |
| Explaining the importance of inclusion to other parents                   | 5  |
| Monitoring the implementation of Individualized Education Programs (IEPs) | 5  |
| Attending to the needs of inclusive education students.                   | 4  |
| Total   | 26 |

When Table 9 is examined, it is found that parents' expectations from school administrators in inclusive education include organizing activities, providing support, explaining the importance of inclusion to other parents, monitoring the implementation of Individualized Education Programs (IEPs), and attending to the needs of inclusive education students.

Below are examples of responses from parents regarding their expectations from school administrators in inclusive education:

"They should organize activities that inclusive students and other students can do together." (Participant 16)

"Parents of typically developing children may have legitimate concerns and fears at first. Administrators should act as a bridge and share problematic situations with parents, providing them with information." (Participant 4)

"They should monitor the implementation of IEPs." (Participant 26)

#### **4. Discussion and Conclusions**

As a result of the study, aiming to determine the emotions felt by parents when they learn that their children need to continue with inclusive education, their perceptions of inclusion, their preparations for inclusion, and their expectations, the following results were obtained:

It was found that the first two significant reactions of parents when they learn that their children need to attend inclusive education are happiness and sadness, and some parents also expressed reactions such as crying, worrying, and resistance. In addition, it was determined that the families' perceptions about inclusive education were mostly education with their peers, bringing them together with the same disability groups, a bad situation, the patient, supportive education, socialization of children and adaptation with their peers. It was found that the preparations made by parents for inclusive education involved meetings with teachers, Resource Assistance for Teachers (RAM), guidance counselors, and administrators. Furthermore, parents' definitions of inclusion were determined to include inclusive students receiving education together with their peers, receiving education according to their needs, receiving support, receiving special education in the classroom, socializing with their friends, bringing students to the level of high-performing students, and achieving harmony with their peers.

The general expectations of parents regarding inclusive education for their children included the development of academic, communication, and social skills, acquiring behaviors that enable adaptation to society, avoiding discrimination, receiving education appropriate to their levels, learning self-defense and advocacy, making friendships, developing responsibility skills, and seeing improvement in their children. It was also found that parents expected teachers to accept their children into the classroom, provide support, protect them, show interest, exhibit a loving approach, provide academic support, instill positive behaviors, and prepare and implement a specialized program appropriate to their levels. Furthermore, parents had expectations from typically developing students in inclusive education, such as not excluding them, not engaging in bullying, playing together, not teasing or mocking them, empathizing with them, establishing friendships, and displaying tolerance.

As for parents' expectations from school administrators, it was concluded that their expectations included organizing activities, providing support, explaining the importance of inclusion to other parents, monitoring the implementation of Individualized Education Programs (IEPs), and attending to the needs of inclusive education students.

The two significant reactions observed when parents learned that their children needed to attend inclusive education were happiness and sadness. According to the information obtained from parents, some of them expressed joy and happiness upon learning that their children required special needs education and had to attend inclusive education. These parents believed that it was comforting and satisfying for their children with mild special needs to continue their education alongside their peers. These findings are consistent with previous research conducted in the field (Boer et al., 2010; Deniz & İlik, 2021; Deniz & Karabulut, 2022; Simon et al., 2019).

On the other hand, it was found that some parents felt saddened upon realizing that their children needed to continue their education in inclusive settings. This reaction was interpreted

as a result of these parents initially considering their children as having no obstacles, deficiencies, or problems before starting school. Studies in the literature also indicate that parents go through various complex emotional states after their children are identified as individuals with special needs, and they need information on where and how to seek support (Melekoğlu, Kırıcı, Kartal & Tekin, 2018). This research also revealed that some parents responded with crying, worrying, and resistance when they learned that their children needed to attend inclusive education. This finding is consistent with other research results in the literature.

Regarding the perception of inclusive education, parents' perceptions included terms such as education together with peers, bringing together students with similar disabilities, a challenging situation, illness, support education, socialization of children, and adaptation with peers. These findings were interpreted as generally aligning with the definitions and explanations of inclusive education in the literature.

In terms of preparations made by parents regarding inclusive education, it was found that they mainly involved discussions with teachers, resource teachers, guidance counselors, and administrators. Although the preparations made by parents in this research were limited, the literature suggests that parents of inclusive education students can be strong supporters during inclusive practices (Batu, 2000). However, the willingness of parents towards inclusive education is crucial. While some parents may be willing, others may be unwilling. It would be beneficial for teachers to support willing parents by reinforcing what is learned both at school and at home. Possible preparations for inclusive education could include organizing meetings with parents, providing information, sharing children's progress, and emphasizing the importance of parents in their children's socialization. Additionally, in the literature, it is recommended to prepare families of students with special education needs for the inclusive process by explaining what the child is capable of, the necessity of inclusive education, the benefits of inclusion for the child, and the expected roles and responsibilities of parents during the process (MEB, 2015). Furthermore, it is advised to plan group meetings and activities with other families whose children are attending inclusive education to encourage communication among parents (MEB, 2015).

It has been found that parents have multiple expectations regarding inclusive education for their children. These expectations include the development of academic, communication, and social skills, adaptation to society, appropriate education for their levels, learning self-defense and resilience, making friends, developing responsibility skills, and improvement in their children's well-being. The expectations of parents regarding inclusive education in this research are highly consistent with the expectations mentioned in previous studies (Deniz & Karabulut, 2022; Şahin, 2017; Zanobini, Viterbori, Garello & Camba, 2018). Parents of children with special needs express happiness and hope regarding the education their children receive, along with desires such as not being bullied or excluded. The general belief is that inclusive education can be beneficial to their children in many aspects. Researchers interpret this as an indication that inclusive education will become more widespread and its importance will increase in the future.

The participating parents in the study expressed their expectations from teachers in inclusive education, which include accepting their children into their classrooms, providing support, protection, care, affectionate approaches, academic support, instilling positive behaviors, and preparing and implementing a special program suitable for their levels. This finding is consistent with other research results indicating that parents generally expect their children to socialize, be prepared for the future, receive a good education, and receive attention (İçyüz, 2016; Yigen, 2015). Additionally, parents also have expectations from typically developing

students in inclusive education, such as not excluding them, not engaging in bullying, playing together, not making fun of them, showing empathy, forming friendships, and behaving tolerantly. It was found that these expectations from teachers and peers are similar to the findings of other research studies in the literature (Atıcı, 2014).

Regarding their expectations from administrators, parents expect them to organize activities, provide support, explain the importance of inclusion to other parents, monitor the implementation of Individualized Education Programs (IEPs), and show interest in inclusive students. As stated in the literature (İçyüz, 2016), parents expect administrators to acquire knowledge about inclusive students, as this would facilitate the resolution of problems faced by inclusive students and their families.

Based on the findings of the research, the researchers interpret that a significant portion of parents hold a positive attitude towards inclusive education and have numerous positive expectations regarding it. They consider this as an indication that inclusive education will be given more prominence in our schools in the future.

In conclusion, the study has potential to contribute significantly to the field by revealing parents' reactions to the decision of inclusive education for their children, their perceptions of inclusion, their preparations for inclusion, and their expectations. Furthermore, based on the results obtained from the study, it can be recommended to conduct further researches to develop an educational program specifically for families who have just become aware of the need of inclusive education for their children. In addition, it can be suggested to provide in service training for administrators, teachers as well as for the students with normal development who take part in mainstreaming education. Furthermore, it is suggested to inform politicians about the fact that inclusive education should become widespread and they should cooperate more in solving the problems encountered.



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