

INCLUSIVE EDUCATION IN THE PERCEPTION OF PARENTS OF STUDENTS WITH DISABILITIES

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Abstract.

The subject of the article are the attitudes of parents of students with disabilities towards inclusive education in schools and integrated classes in a large city (N=67). The purpose of the studies was to learn about the structure of parents' attitudes and differentiating variables. As a result of the application of exploratory factor analysis (EFA), two types of attitudes were distinguished: neutral and positive. The education of parents turned out to be the only differentiating feature of attitudes. Parents with higher education more often adopt a positive attitude towards inclusion. The conclusions from the studies formulate recommendations regarding cooperation between school and family in activities for the inclusion in school.

Keywords: inclusive education, attitudes of parents, student with disabilities

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