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« Views of educational administrators and special education educators on parallel support and inclusion departments for children with special educational needs and / or disabilities: an exploratory study »

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« Views of educational administrators and special education educators on parallel support and inclusion departments for children with special educational needs and / or disabilities: an exploratory study »

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ABSTRACT

The Parallel Support and the Integration Departments are two institutions aimed at enhancing the smooth integration of pupils with special educational needs and / or disabilities into the general school context in Greece. The present study investigated the views of educational administrators and special education teachers on parallel support and integration of children with special educational needs and / or disabilities. For this reason, a qualitative research was carried out to study the subject, and a semi-structured interview was adopted as a data collection tool. The data were analyzed after 30 interviews (15 special education teachers and 15 education administrators) with the content analysis method. The processing of the data reveals the necessity of changes in the programs of the Parallel Support and Integration Departments in order to improve and improve the working conditions by providing pupils with special educational needs and / or disabilities with a better educational intervention. The lack of co-operation between general and special education teachers, the lack of infrastructure, the lack of training of educational staff in special education, and the inadequate recruitment of substitute teachers to meet the needs of students are some of the difficulties in Greek schools on these two programs and it would be important in the future to change. In addition, the participants referred to the usefulness and effectiveness of the institutions through their specialized and individualized programs and the participation of pupils in the general class by providing important cognitive, social and psycho-emotional benefits to these students, as well as raising the awareness of the rest of the student community on issues of diversity. Finally, the discussion includes suggestions for the effective implementation of the institutions of Parallel Support and Integration Departments and further research.

Keywords: Parallel Support, Integration Department, Integration, Cooperation

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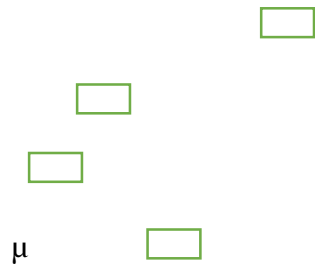
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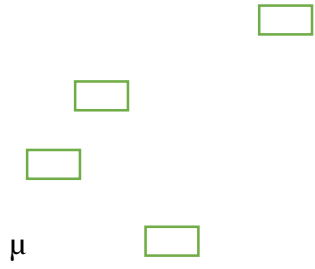
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