

AZ INKLUZÍV OKTATÁSSAL KAPCSOLATOS NEVELŐI, SZÜLŐI ÉS TANULÓI ATTITŰDÖK ÖSSZEHASONLÍTÓ VIZSGÁLATA

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Abstract: Social integration, effective socialization, the success of coping in the case of people living with disabilities depends not only on characteristics of their own personality, nor only in the remedial educational, psychological, legal, political help, but considerably on the openness, acceptance and inclusion opportunities offered by teachers and other agents of the educational system. Children with developmental problems must overcome a double obstacle to be able to integrate. The first is their own deficiencies, but the true obstacles are those placed by the healthy members of the society. The principal hindering fact in the socialization and development of these children in Romania, as well as in many other countries, is their separate education from the so called healthy children. The present paper examines the main factors that influence the possibility of inclusion of children in mainstream schools: the attitude of educators, primary school pupils and their parents. Our results demonstrate that educators and parents who experienced inclusion of children with impairments are more open to admit the inclusive education than those who never experienced it.

Keywords: inclusive education, integration, segregation, special educational need, attitudes.