Psychological support for children with special educational needs in an inclusive education

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Abstract

The rate of disabled individuals is quite high in Kazakhstan. It is a fact that people with disabilities also have problems related to education and work, as well as the problems they face in social life. With the psychological support to be provided in the fields of education, the problems of the disabled individuals can be minimized, the deficiencies can be eliminated, and the fact that they know that they receive education with other individuals with equal opportunities can provide a sense of trust in disabled individuals. This study aims to determine the importance of psychological support for disabled children who continue their education. The qualitative research method was used in the research. Open-ended questions prepared by the researcher were asked. The study group of the research consists of 28 counselor teachers working in a state school with mainstreaming students in Kazakhstan. Results reveal that disabled individuals need psychological support in their education. It turned out that the psychological support provided was insufficient.

Keywords: Disabled person; Inclusive Education; psychological support.

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1. Introduction

Disability is the inability of an individual to perform the duties that he/she has to undertake in society in the face of different situations, age, gender, sexual, physical, social, and cultural factors. Today, one of the approaches based on the education of disabled students in normal education classes is mainstreaming (Akçamete, 2009). The education of students in need of special education, by providing support education services, together with their peers who are not incompetent, on official and private; In inclusive education, which is defined as "special education practices based on the principle of continuing them in pre-school, primary education, secondary education, and non-formal education institutions", it is very important not to neglect the special education support of the students with special needs, that is, to provide the least restricted educational environment for the students with special needs (Sucuoğlu & Kargın, 2008). Inclusive education is special education practice based on the principle of continuing the education of individuals in need of special education together with their peers who do not have any disability in public and private pre-school, primary, secondary, and non-formal education institutions (Osborne & Dimattia, 1994).

In the social sciences "emotional turn" came like a fresh breeze in a stale room by people's feelings and emotions and how we provide a way to capture dramatic moments in everyday life by keeping lights that moved. This work, for example, in feminist education research (Dobson 2014; Probyn 2004; Renold and Ringrose 2011; Ringrose 2012) and other feminist studies (Probyn 2004; Rentschler and Thrift 2015). The basic understanding underlying inclusive education is that the quantity and quality of the interaction between the disabled and non-disabled will increase so that social barriers will disappear or at least decrease and social acceptance will increase. Disabled children need to integrate with society and acquire independent living skills, successfully conducting inclusion programs (Orel, Gökhan, & Zerey, 2004; Gershfeld-Litvin, 2020).

It is stated that a successful mainstreaming application depends on the fact that the classroom teachers and school staff believe in the necessity of mainstreaming practice and make an effort in this regard, that another student in the classroom is prepared by being informed about the special needs student and the inclusion practice, and that both the teacher and the special needs student receive special education services (Inceler, & Ozder, 2020; Nurshat. 2021). The fact that teachers are not prepared for the education of children with disabilities and that they do not have enough equipment in this regard brings negative attitudes. It has been stated by the researchers that the inclusion programs are difficult to implement successfully (Familia-Garcia, 2001; Kayaoglu, 1999; Orel, Zerey, & Töret, 2004; Secer, Sarı, & Cetin, 2010).

Another factor that contributes to the education of individuals of Enegl is the family. A healthy family structure and meeting the psychological and guidance needs of families is an important issue that has the potential to affect all areas of the development of individuals with disabilities. Therefore, as well as disabled individuals need psychological support, they need intense and regular guidance and psychological counseling activities in their families.

When the studies on the education rights of the disabled are examined, it is seen that the studies are mostly on special education teacher candidates, preschool teacher candidates, and classroom teacher candidates. Psychological counselors are the first people to consult with classroom and branch teachers on problem behaviors and learning problems of students with special needs. Psychological counselors also have a role and responsibilities such as directly or indirectly intervening in such problems. On the other hand, psychological counselors have roles such as supporting parents and teachers and informing children about normal development (Sucuoğlu, 2006). Increasing the qualifications of psychological counselors working in schools with special education students will

increase the quality of education provided in this field. The problems of the disabled will be minimized with the psychological support provided for the disabled.

Studies conducted do not provide clear confirmation for the positive effects of including other children in the education of children with disabilities. It is necessary to explore more in-depth the mediators and moderators that support optimal education for children with disabilities and ultimately develop an evidence-based approach to their education. If we look at the education policy in some countries, within their centers in England and Wales and within the separate legal framework for Scotland (Department of Education and Skills (DfES) 2001a, 2001b; Special Education Needs and Disability Act 2001; Scottish Schools Act 2000 Standards) and the USA (All The Education for Students with Disabilities Act (PL-94-142) and the Individuals with Disability Education Act (PL99-457) were enacted. The importance and need for support emerge in the education given to disabled children.

The most pressing issue is the concern that children's rights are being compromised by special education, which is typically separated from developing peers and general curriculum and educational practices. This concern is very important. It can be said to be about rights and their underlying values. It is about the relative effectiveness of different educational approaches. This is based on empirical evidence rather than values and ideologies, but these issues are considered to be interacting with each other. It is claimed that educational psychology is not 'value-free', but that it is important to separate the discussion of rights and values from effectiveness.

1.1. Purpose of study

The rights of children with disabilities have equal rights with other children. Children with disabilities have equal education rights to other children. This is why inclusive and inclusive education is important. Possible problems will be minimized with the support that disabled students receive during these education processes. This study aims to determine the importance of psychological support for disabled children who continue their education. In terms of determining the importance of providing psychological support in the education of disabled students and its contribution to education, it was aimed to determine the opinions of counselors working in state institutions who are mainstreaming students.

The following questions were asked to the counselor teachers and their answers were sought;

1. Is the education you received at the undergraduate level sufficient for solving the problems of students with disabilities?
2. Do you contribute to disabled students in psychological support?
3. What psychological problems do disabled students come to you with?
4. Are you in contact with the families of disabled students? Do you provide psychological support?

2. Materials and Methods

2.1. Data collection instrument

This study uses an Experimental research process. In this, the research subject consists of stages such as determining the purpose, problem, variables, and participants, forming a group, conducting an application, collecting data, comparative analysis, and evaluating the results. Separate interviews were conducted with 28 guidance counselors to reach the research findings. During the interviews, they were recorded with a voice recorder.

2.2. Participants

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The subjects of our study are counselor teachers (28) who are mainstreaming students of Kazakhstan. We used the following methods to achieve the goal: literature analysis in terms of the research problem, synthesis has been done. The qualitative research method was applied to examine the cause of the problem situation in depth. Open-ended questions were asked. While determining the participants of the study, they were selected voluntarily. The purpose of this research was mentioned to the teachers. With the result of this research, the importance of improving the education of disabled children is explained.

2.3. Data analysis

The data on the tape recorder was analyzed by the researcher. They analyzed records were confirmed them with the counselor teachers.

3. Results

3.1. Education qualification you have received at the undergraduate level

The counselors who participated in the study were asked whether the education they received was sufficient for disabled students. Regarding this finding, the teachers stated that they were insufficient in psychological support related to special education. There are 21 teachers who say that their knowledge about disability is insufficient. 7 guidance counselors stated that they are sufficient to support the education of disabled children since they do their internship in a private education institution.

Some teacher opinions;

"The training we have received on psychological support is insufficient. Approaches to children with disabilities are very important. I have insufficient knowledge about the problems experienced in the interaction of disabled children with other students at school. There can be mainstreaming of students in every school. Our task is to support children with disabilities as well as support children with normal development. But I think we do not have enough information about special education in our undergraduate education. "

"I held the internship lesson in the school is a private education institution. It has made a great contribution to me. I completely changed my attitudes and behavior towards disabled children. I learned about disabled children. However, the number of courses we take on special education in our undergraduate education can be increased. "

3.2. Psychological support for disabled students

The counselors were asked that they did not contribute to disabled students in terms of psychological support. Most of the teachers (24) stated that they could not contribute due to their work intensity. 4 teachers announced their contribution. The reason for this has been asked. The teachers stated that there was a lot of workload due to the presence of a counselor in each school, and therefore they explained that they could not provide enough support.

Some teacher opinions;

"I cannot provide the support service that is planned to be given to support the education of disabled students. I don't have time to spare because I give psychological support to students who have problems at school. When disabled children have problems, I try to take care of them like other

students. The most important problem here is that children with disabilities always need psychological support. This problem can be solved by working with the help of shadow teachers who should accompany disabled students. However, there are no shadow teachers to take care of every disabled student. I must say this is also a big problem. "

3.3. Disabled students experience psychological problems

Findings regarding the problems experienced by disabled students are given to the counselor teachers in table 1.

Table 1
problems experienced by disabled students

Theme	f
Exclusion	18
Student approach	8
Don't understand the lessons	7
Family Problems	4

The most common problems experienced by disabled students are exclusion. The disabled students stated that the physical structure of the school was not suitable, the physical structure of the classroom was not suitable, they had problems with the teachers and the administration, and because of these reasons, they had problems with membership.

Some teacher opinions;

"Problems must be minimized for disabled students to continue their lives and education. The physical conditions of the school should be suitable for disabled individuals so that inclusive education can continue smoothly and efficiently. Other students should be informed by providing psychological training. Shadow teachers should be provided to ensure understanding of the theoretical issues in the lessons. All problems affect students psychologically and cause problems in their education. "

3.4. Communication with the families of disabled students

When asked whether counselor teachers were contacted with the families of disabled students, 21 teachers reported that they were in contact with the families but were inadequate. 7 teachers did not comment. The counselors who contacted the families of the disabled students stated that psychological support should be given regarding the situation of the students at home. To provide quality education, it is important to eliminate the problems experienced at home.

4. Discussion

Most disabled students do not have a shadow teacher or assistant teacher. This can be a big problem. The training given is important when examining other studies. Experiential training that should be given in universities for psychological support is very important. The advantages of experiential learning for psychology are largely defined by luck students (Bringle, Ruiz, Brown, & Reeb, 2016; Kolb & Kolb, 2006). Since Kolb (2006) introduced the experiential learning theory (ELT) in 1971.

In addition to the social and social benefits achieved by volunteering itself, the advantages described for students include a holistic learning experience, profession, social responsibility, and greater participation

and interest in his academic work (Bringle, Ruiz, Brown & Reeb, 2016; Fleck, Hussey, & Rutledge-Ellison, 2017).

The problems of non-acceptance and exclusion, which are the main problems of disability, can be minimized with psychological support. The most common problems experienced by disabled students are exclusion. It has been concluded that the physical structure of the school is not suitable, that the physical structure of the class is not suitable, that they have problems with teachers and management, and that there are subscription problems for these reasons. When asked whether counselor teachers were contacted with the families of disabled students, it was concluded that 21 teachers were in contact with the families, but their support service was insufficient.

The counselors who contacted the families of the disabled students stated that psychological support should be given regarding the situation of the students at home. To provide quality education, it is important to eliminate the problems experienced at home. Jóhannsdóttir, Egilson, & Gibson, (2020) explored these ideas by demonstrating how the fully functioning body remains the standard according to ableist ideas (Campbell 2008) and how negative subject positions for disabled people are thrust upon them, through shame. Affective practices, we suggest, can bring to the surface the emotional impacts of oppression and marginalization of disabled people.

Counselors were asked whether the education they received was sufficient for disabled students to determine whether the training provided at universities was sufficient to support disabled students. Regarding this finding, the teachers stated that they were insufficient in psychological support related to special education. There are 21 teachers who say that their knowledge about disability is insufficient. 7 guidance counselors stated that they are sufficient to support the education of disabled children since they do their internship in a private education institution. This situation is very sad.

5. Conclusion

In the education provided at universities, the number of courses related to special education can be increased, especially for students who study guidance and psychological counseling. Inclusive education is very important. Psychological support to be provided in inclusive education is very important. Information about disabilities that will be given to future teacher candidates will contribute to the education of future students with disabilities.

It was concluded that most of the teachers (24) were not sufficient due to their workload. It was concluded that 4 teachers contributed. The teachers stated that there was a lot of work intensity due to the presence of a counselor in each school, so it was concluded that they could not provide enough support. Psychological support should always be provided to students with disabilities. With the support given, disabled students should be brought to life. The numbers of shadow or assistant teachers are insufficient.

6. Recommendation

1. Instructors should be added to support disabled students.

2. In undergraduate education, more lessons about the education of disabled people can be added to counselors.

3. Family education awareness should be made in the education of disabled children.

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7. This research can also be done on school principals and family wishes. Private education institutions can be encouraged the internship courses of pre-service teachers at the undergraduate level.

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