

THE WAYS OF PARENTAL INVOLVEMENT IN SUPPORTING INCLUSIVE EDUCATION AT HOME

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Abstract

Inclusive education has become an important goal for schools and communities all over the world. However, success in inclusive education depends not only on teachers and schools but also on families. This article discusses the different ways parents can support inclusive education at home. The discussion is based on current research and practical examples from recent literature. It highlights the importance of parents' positive attitude, home learning activities, communication with teachers, and cooperation with other families. The article aims to show that strong parental involvement is a key element for helping children with and without special needs to grow and learn together.

Key words: inclusive education, parental involvement, home learning, special needs, family support

Introduction

Inclusive education means that all children, no matter their abilities or disabilities, study together in the same classroom. Many studies show that inclusive education helps children with disabilities to feel more accepted and helps other children to learn respect and cooperation (UNESCO, 2020). However, teachers alone cannot achieve this goal. Parents play a big role in creating an inclusive atmosphere not only at school but also at home. This article focuses on practical ways parents can be involved at home to support inclusive education.

A positive parental attitude is the first and maybe the most important way to support inclusive education. According to recent studies, parents who believe that inclusion is good for all children usually encourage their children to accept classmates with differences (De Boer et al., 2022). When parents talk openly about diversity and teach their children empathy and kindness, they help create an accepting family culture (Saloviita, 2020). This attitude influences how children behave at school.

Sometimes, parents discover their own unexpected strengths through the process of supporting inclusion. Many find themselves learning new ways to solve problems or explain

difficult ideas to their children. This personal growth can even strengthen the bond between parents and children, as they share both the struggles and small victories that come with learning together. In many families, these moments help parents see their child's abilities more clearly, rather than focusing only on challenges.

Furthermore, another important but less spoken aspect is the emotional support parents provide at home. When children know that their parents listen to their worries without judgment, they feel safer to face difficulties at school. A warm family atmosphere gives children the courage to try new things and to accept mistakes as part of learning. This everyday emotional security is as important as any formal teaching method, and it lays the foundation for healthy self-esteem in an inclusive environment.

Another important way is helping with learning at home. Research shows that when parents spend time reading, doing homework, or practicing skills, it improves children's academic results and social skills (Emerson et al., 2021). For children with special educational needs, parents can adapt activities to match their abilities, for example, using visual aids or breaking tasks into smaller steps (Petersen, 2021). It is also helpful when parents teach siblings to support each other, which can reduce stress and build stronger family relationships.

Good communication between parents and teachers is necessary for successful inclusion. Parents should talk regularly with teachers about their child's progress, needs, and any problems (Sari et al., 2023). By sharing information, parents and teachers can plan better support strategies together. Studies have found that schools with strong parent-teacher partnerships have more positive outcomes for inclusive education (Hornby & Blackwell, 2018). Parents can also join school meetings and participate in parent-teacher associations to share ideas and learn more about inclusive practices.

Besides talking with teachers, parents can also cooperate with other families. Support groups and parent networks help families exchange experiences and advice (Koster et al., 2021). Parents can organize playdates, homework clubs, or community activities where children with and without disabilities play together. This kind of social interaction supports inclusion beyond the classroom and helps children build friendships in a safe environment.

Even when parents want to help, they sometimes face challenges. Some parents feel they do not have enough time or do not know how to help their child with special needs. Schools and local communities can offer training and resources to teach parents useful strategies (Black-Hawkins, 2019). Online resources and webinars can also be helpful for parents who cannot attend meetings

in person. Research shows that when parents feel confident and supported, they are more active in their children's education (Emerson et al., 2021).

Conclusion

Parental involvement at home is a key factor in successful inclusive education. Parents can support inclusion by having a positive attitude, helping with learning, communicating well with teachers, and working with other families. Schools and communities should encourage and guide parents to become partners in inclusion. Together, parents and schools can create an environment where all children feel valued and have equal chances to learn and grow.

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