The experiences of parents with children receiving inclusive education during the Covid-19 pandemic and the distance education process

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Article Info	Abstract
Keywords: Covid-19 pandemic Inclusive education Distance education Research Article	This study aims to evaluate the experiences of parents with children who received inclusive education during the Covid-19 pandemic and the subsequent distance education process. In line with this purpose, the study seeks answers to the questions related to issues such as the effects of the Covid-19 pandemic on the children receiving inclusive education, the effects of the distance education process on the children receiving inclusive education, the difficulties experienced by the parents in this process, and the expectations of the parents in the distance education process. This study, which aims to examine the views of parents with children who receive inclusive education about the covid-19 pandemic and the difficulties they experience in the distance education process, is a qualitative research. Among the qualitative research designs, the phenomenology design was used in the study. The interview method was used as a data collection tool in the research. The study group was composed of eight parents who had children receiving inclusive education in Turkey. The data were obtained through semi-structured interviews and analyzed by the content analysis method. It was revealed in the study that the children who received inclusive education in the distance education process experienced different emotional problems due to their inability to socialize, and they had difficulties in adapting to the distance education process. Similarly, it was revealed that the parents also experienced different problems in terms of both having changes in their routine life and taking full responsibility of their children because of the change in their children's education life.

1. Introduction

One of the most important ways of directing the talents and creative power of people, who are an important part of the society, to the benefit of the society and ensuring their productivity is to provide them with a healthy development and a good education. The contemporary education available today has been planned in line with the needs of individuals and by paying attention to their individual differences. For this reason, it has become important to meet the educational needs of individuals with special needs in order to reintegrate them to the society in such a way that they can develop their existing social, mental and physical skills (Diken & Sucuoğlu, 1999). Everyone living in the society may encounter a situation of inadequacy in some way. This encounter and the effect that will occur as a result of it may be in the form of the

individual's being directly affected by this inadequacy, or someone in the individual's family or in the immediate circle may be affected by the inadequacy. In short, many people, either as a family member or a friend, as a teacher or an administrator, are faced with individuals with inadequacy, that's to say, with special needs (Cavkaytar, 2017).

People with special needs are individuals who have different needs from their peers in terms of their mental, physical, social and emotional characteristics. The issue of the environment and conditions in which the education of these individuals should be met has been handled in different ways. When the history of education of individuals with special needs is considered, it is seen that while the first places where individuals with special needs received their education were day or boarding special education schools, inclusive education has become widespread and adopted all over the world recently (Kargın, 2004).

The implementation of inclusive education in Turkey started with the 'Law on Children with Special Education Needs' numbered 2916 and enacted in 1995, and it has been widely implemented since the statutory decree enacted in 1997 and the 'Special Education Services Regulation' which entered into force in 2000 based on this decree (MEB, 2010). It is known that the success of inclusive education implemented at a classroom depends on the materials, equipment and teaching speed suitable for individual learning speeds of all students in the classroom (Sucuoğlu, 2006). In addition, in order for this education to be successful, it is important that children with special needs, their families, school personnel and children with typically developing needs act in cooperation because it is known that there are problems regarding the education of individuals with special needs on issues related to family, teachers, students, in-class educational and social activities, and school administration.

In addition to these problems, the emergence of the new type of coronavirus, which first appeared in Wuhan, China towards the end of 2019, adversely affected the whole world, causing countries to take measures in many issues after they entered into the pandemic process. Among the measures taken after the rapid spread of the virus, which is transmitted by close contact among people, closing schools, canceling public meetings, staying at home, working remotely, and activating online health services can be listed (Heymann & Shindo, 2020).

With the closure of educational institutions and changing social sensitivities, the process called emergency distance education has become the dominant education activity all over the world and has been rapidly implemented in all age groups by using the necessary communication tools around the world. The main goal in this process is to create temporary solutions to disrupted education and training activities. These workarounds can actually be defined as the situation of quickly bringing together the instructor and the learner with the help of various online technologies. When this process is considered in the context of the planned distance education process, it can be considered as a repair process that offers educational experiences that are not expected to be perfect (Hodges, Moore, Lockee, Trust & Bond, 2020). In this case, it should be noted that the concepts of "emergency distance education" and "distance education" reflect different concepts from each other. Accordingly: While distance education is an education system that includes planned learning-teaching activities and has many different components, emergency distance education is an instructional communication method "born out of necessity" (Bozkurt & Sharma, 2020) brought by the pandemic process.

It is an inevitable fact that these measures taken to make people pay attention to social distance cause psychological and sociological anxiety and stress on people. In general, during the pandemic, parents felt more anxiety and worried for their children's online education and had doubts that they could not learn effectively when taught online (Gür & Filiz, 2022). More specifically, children, adolescents and individuals with disabilities may be more affected by the stress caused by the crisis experienced in this period. For example, not being able to go out for a long time brings along new risks for individuals with disabilities. Children who take education in line with the Individualized Education Program (IEP) may tend to fall behind since the special education services and inclusive education application are suspended or reduced. While the regular inclusive education still needed more attention before the pandemic, with the pandemic

this need has become more serious. As a result of this, parents of children who need special education are more concerned than parents of children who take normal education with online teaching.

Families with children who receive inclusive education are struggling with much more difficulties in the pandemic process than in normal times. In order to cope with the difficulties that arise on issues such as health, education and social work in processes such as the Covid-19 pandemic, these children and their families should be taken into consideration (Aishworiya and Kang, 2020). The parenting stress of mothers who are the primary caregivers of children with special needs is higher than that of fathers, and this has a negative impact on the quality of life of the family (Sen and Yurtseven, 2007). It is also reported that mothers of children who receive inclusive education are more affected by the social and psychological support than fathers (Ersoy and Çürük, 2009). Therefore, it is meaningful and valuable to try to understand the difficulties experienced by mothers in a difficult and troublesome process such as the Covid-19 pandemic and in the distance education process, which is a result of this process.

The study conducted by Dhiman, Sahu, Reed, Ganesh, Goyal & Jain (2020) points out that the symptoms of depression increased in families who have children with special needs during the pandemic and that the tension felt by the parents increased compared to the pre-pandemic period. It is also reported that the pandemic had a wide impact on parents of children with special needs from the lack of access to basic needs and services to the reduction or even interruption of the educational support they receive. Families are worried because of the pandemic, and the uncertainty caused by the lack of information worries the whole family. The idea that the educational progress of children will be lost affects families negatively (Cited by Bakan, 2021).

The Covid-19 pandemic and its impact on people have become one of the priority issues of scientific studies having been conducted recently. On World Children's Day, celebrated on 20 November, UNICEF made a call to prevent a lost generation by reporting in detail the dire consequences of the pandemic for children if the pandemic that has gripped the world is prolonged (UNICEF, 2020). It was stated in this report that children who receive inclusive education are more affected by the process.

According to the research of Neece, Melntyre & Fenning (2020), the families of children receiving inclusive education stated that they are concerned about the fact that the pandemic will have negative effects on the development of children in the long term due to the decrease in socialization and education opportunities (Cited by Bakan, 2021; Thorell, Skoglund, De La Pena, Baeyens, Fuermaier & Groom, 2020). Children who do not have technological tools and have special needs during the pandemic constitute the most disadvantaged group of the distance education process. In countries where distance education has not been applied before, parents have also been insufficient to support their children, and their anxiety levels have increased at the same rate.

When the literature on this field is considered, it can be seen that there is an emphasis on the fact that emergency online education has negative effects on inclusive students. According to the results of the interviews with the parents of inclusive students, it was found that the psycho-social problems of the students increased, there were problems related to technological infrastructure and technology use and that this situation caused injustice in education (Başaran, Doğan, Karaoğlu & Şahin, 2020; Karahan, Yıldırım, Demiröz, Kaya & Kayhan, 2021). Furthermore, when the related studies were examined, it was found that there have not been enough applications in terms of inclusive education; necessary materials for students have not been available; the individualized education plans could not been adapted to online education and not enough attention has been paid to training the parents (Karasel-Ayda, Bastas, Altinay, Altinay &Dagli, 2020; Greenway & Eaton-Thomas, 2020). In addition to all these occurring problems related to emergency online education and inclusive education, it was found that the idea that inclusive students' progress could be lost during the pandemic was another problem that was scared of (Dickinson & Yates, 2020).

Although the effect of the negativities experienced in online education by the children with special needs and their parents are tried to be minimized in Turkey, getting the opinions of these families about their experiences in this period is considered to be a subject worth studying in terms of making educational

arrangements on this issue. For this reason, the problem of this study is to determine and examine the views of parents who have children receiving inclusive education about the difficulties they experience in the Covid-19 pandemic and the distance education process.

The aim of this study is to evaluate the experiences and expectations of parents who have children receiving inclusive education during the Covid-19 pandemic and distance education process. In line with this main purpose, the sub-objectives of the study are as follows:

1-What are the views of parents who have children receiving inclusive education about the effect of the Covid-19 pandemic on their children?

2-What are the views of parents who have children receiving inclusive education about the distance education process?

3-What are the views of the parents who have children receiving inclusive education during the Covid-19 Pandemic distance education process about the difficulties they experience?

4-What are the expectations of parents regarding the inclusive education process?

Every study conducted to understand the problems experienced by students receiving inclusive education and by their families during the epidemic process will be extremely meaningful in terms of providing ideas not only for experts and educators working in this field but also for all families in the same situation.

2. Method

This study, which aims to examine the views of parents with children who receive inclusive education about the covid-19 pandemic and the difficulties they experience in the distance education process, is a qualitative research. Among the qualitative research designs, the phenomenology design was used in the study. The interview method will be used as a data collection tool in the research. The main purpose of conducting interviews in the qualitative research is to understand the perspective of the interviewee by examining the answers. Therefore, it was thought that the most appropriate method for the research topic would be the interview. Qualitative research, which is the most appropriate way to get the social reactions in the COVID-19 pandemic, can play a very important role not only in understanding the pandemic, the people affected by the pandemic and strategies, but also in drawing lessons on how to manage possible future pandemics (Teti, Schatz, & Liebenberg, 2020).

2.1. Study Group

The study group of the study consists of parents who have children receiving inclusive education due to their special needs in a primary school affiliated to the Ministry of National Education in Kocasinan district of Kayseri province. The data were collected through interview technique with the parents who wanted to participate in the study on a voluntary basis. In the study, the parents who constituted the study group were coded as P1, P2, P3, P4, P5, P6, P7, P8 according to the order of the interview. Table 1 shows the demographic information about the study group such as age, education level, occupation/employment status, number of children, how many people live in the house and marital status.

Table 1.

Demographic Information of the Study Group

Study Group Code	Age	Educational status	Profession/Employment status	Number of children	Number of people living in the house
P1	29	Primary school	Housewife/Not working	2	4
P2	35	Primary school	Housewife/Working	4	8
P3	43	Undergraduate	Civil servant/Working	1	3
P4	40	Secondary education	Worker/Working	2	4
P5	40	Undergraduate	Civil servant/Working	2	4
P6	37	Associate Degree	Housewife/Not working	3	5
P7	39	Undergraduate	Accountant/Not working	3	5
P8	40	Primary school	Housewife/Not working	3	5

As seen in Table 1, the age range of the participants varies between 29 and 43. Three of the participants are primary school graduates, one is secondary school graduate, one is associate degree graduate and three are undergraduate degree graduates. While P1, P2, P6 and P8 are housewives, the other participants have different occupations. P2, P3, P4, P5 stated that they work, whereas the other participants stated that they do not work. One of the participants has 1 child, three of them have 2 children, three of them have 3 children, and one has 4 children. All of the participants are married and all of them except P2 live with a nuclear family.

Table 2 shows the demographic information about the study group's children receiving inclusive education such as gender, age, diagnosis and information about the support education. The names of the children were not used in line with research ethics and they were coded as C1, C2, C3, C4, C5, C6, C7 and C8 according to the order of the interview.

Table 2.

Information about the Study Group's Children Receiving Inclusive Education

Child Code	Gender	Age	Diagnosis	Physical Disability Status	Info about Education
C1	Girl	8	Special Learning Disability	no	2nd Grade Inclusive Education
C2	Boy	8	Language Speech Disorder	no	2nd Grade Inclusive Education
C3	Boy	7	Attention Deficit/Hyperactivity	no	1st Class Inclusive Education
C4	Boy	8	Hyperactivity	no	2nd Grade Inclusive Education
C5	Boy	8	Language Speech Disorder	no	2nd Grade Inclusive Education
C6	Girl	9	Down Syndrome	no	3rd Grade Inclusive Education
C7	Girl	11th	Down Syndrome	no	4th Grade Inclusive Education
C8	Boy	10	Mild Degree Mental Retardation	no	4th Grade Inclusive Education

As seen in Table 2, three of the participants have daughters, whereas five of them have sons. The age of children varies between 7 and 11. One of the children was diagnosed with a special learning disability, two were diagnosed with language-speech disorder, two were diagnosed with hyperactivity, two were diagnosed with Down syndrome, and one was diagnosed with mild degree mental retardation. None of the children had a physical disability. When the educational status of the children is examined, it is seen that four of them receive inclusive education in the 2nd grade, one in the 1st grade, one in the 3rd grade and two in the 4th grade.

2.2. Data Collecting Tools

The semi-structured interview technique was used to collect data in the study. The reason for using this technique is to reveal the inner world of the interviewees by discovering their experiences in accordance with the purpose of the study (Patton, 1990: 78). The questions prepared in order to collect data from the interviews were prepared by taking experts' views (three professors from the Special Education field and two professors from the Educational Administration field), and the interview form was finalized.

It was planned to conduct face-to-face interviews during the data collection stage, but because it would not be appropriate to conduct face-to-face interviews due to the pandemic process, the data were collected by telephone and Zoom meetings. The online meetings with each participant lasted between 45 and 55 minutes. In all cases, the interviews were audio recorded. In addition, the ethics committee approval was received from Anadolu University Social and Human Sciences Scientific Research and Publication Ethics Committee within the scope of the research on 27.04.2021.

2.3. Data Analysis

The qualitative data analysis is the export of the obtained data by the researcher. The process of exporting what the data mean is done in order to answer the research questions of the study. This process includes combining what the participants have said and what the researcher has observed and read, reducing and interpreting them (Merriam, 2018, pp. 167-168). In this study, the qualitative data collected through semi-structured interviews were analyzed by the content analysis method.

2.4. Validity and Reliability

The information obtained from the literature review related to the subject of the study was classified into sub-categories and a draft form was prepared based on the data obtained from the literature review. Then, the draft form was presented to the experts for their opinions, and an application was made for the Ethics Committee Document. It was also aimed to collect data for the depth and richness of the study in order to support the findings with the participants' answers to the questions in the semi structured interviews. The interview questions were developed by adhering to the sub-objectives in order to determine the experiences of the parents during the pandemic, and it was given importance to the fact that each of the questions in the semi-structured interview form serves for the questions in the sub-objectives. Afterwards, the questions in the interview form were put into their final form. At the stage of data collection, first of all, the participants were informed about the research. They were also informed about the fact that the audio recordings and personal information to be obtained in the study would be kept confidential and that the data would only be used for the study. After the explanation about the confidentiality of personal information, their consent was obtained. The voluntary basis and the protection of personal privacy were of great importance in terms of ensuring the validity and reliability of the data obtained as a result of the study. In the data collection process, the interviews were tried to be made face-to-face, and when they could not be done face-to-face due to the Covid-19 Pandemic process, they were completed online or by phone calls. In all cases, the interviews were audiotaped, and they were converted into texts in the following stage. In cases where the voice could not be recorded and the participant did not give consent, the opinions and answers of the participants were taken as texts by hand writing on the form.

2.5. Findings and Discussions

The experiences and views of the parents who have children receiving inclusive education regarding the Covid-19 pandemic and the distance education process are grouped under two main headings. These headings are as follows:

➢ Experiences and views of the parents on the impact of the Covid-19 pandemic on their children

➢ Experiences and views of the parents on the distance education process

➢ Experiences and Views of the Parents on the Impact of the Covid-19 Pandemic on Their Children

The findings regarding the positive changes that the participants observed in their children receiving inclusive education during the Covid-19 pandemic are given in Figure 1.
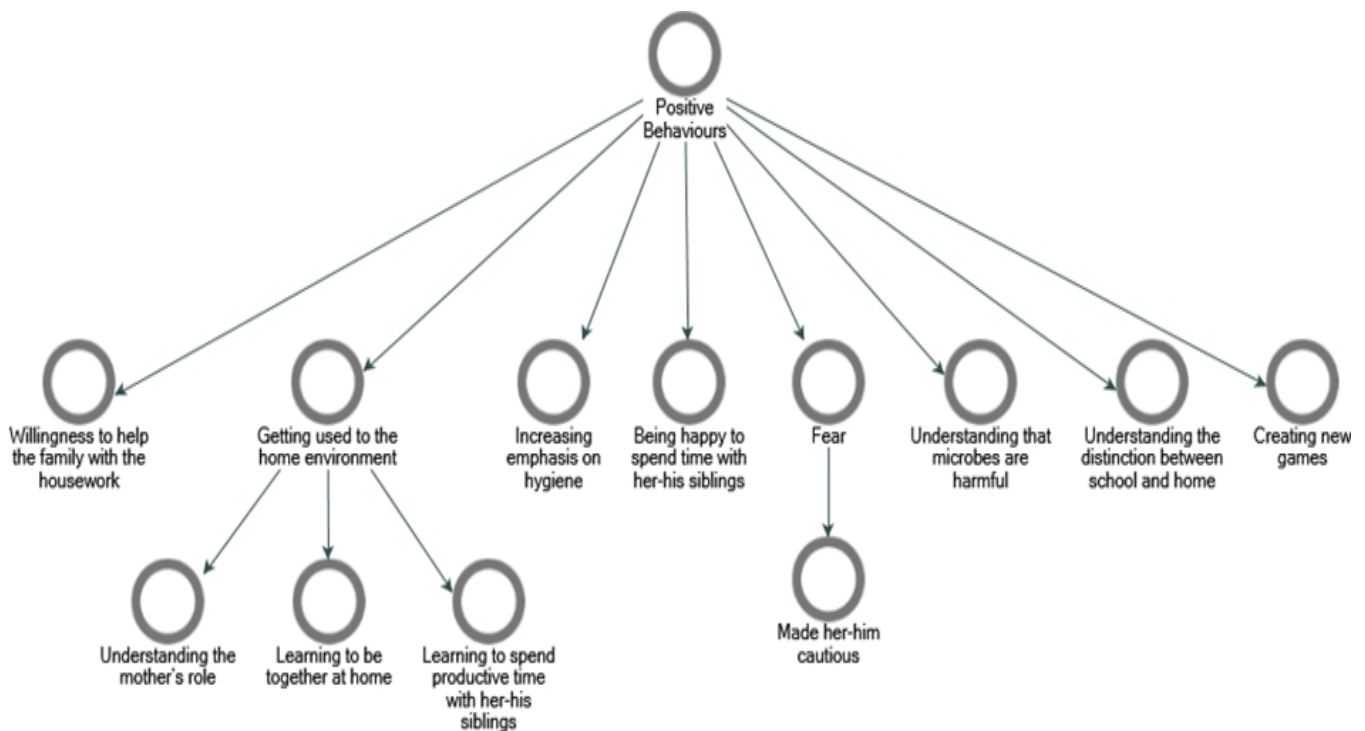
Fig. 1. Positive Changes Observed in Children Receiving Inclusive Education during the Pandemic Process

As seen in Figure 1, behavioral changes such as willing to help her/his family with the housework, creating new games, paying increased importance to hygiene, being happy to spend time with her/his siblings and understanding that microbes are harmful are mentioned among the positive changes observed in the students. In addition, understanding the mother's role, learning to be together in the family and learning to spend productive time with her/his siblings are shown as signs of getting used to the home environment. The parents' views on these changes are as follows:

He can find new games to play at home. He wants to help when we do a housework. Sometimes he wants to be a cook, sometimes a mechanic, and he also realized that microbes are harmful (P3).

I think it was positive that she spent more time with her brothers and that she enjoyed it (P6).

We also saw the benefits of staying at home; he spent more time with the family, with us, he got used to the home environment; he used to go to school and he used to spend time at school and with education, but we showed him how to be together at home; we showed him what it is to be a family, that's to say, what he can do with his siblings, and what the role of a mother is. I think it was very effective (P8).

As seen in Figure 2, the negative changes that the participants observed in their children receiving inclusive education during the Covid-19 pandemic are behaviors such as getting bored quickly, becoming aggressive, worrying, experiencing sudden emotional transitions, getting ill-tempered, doubtful attitudes, and stubbornness. In addition, it was observed that some of the children manifested feelings such as the fear of going out and developing an obsession as a result of the fear of contagion of the disease. The parents' views regarding these situations are as follows:

She was very afraid, and she did not want to go out; when something came from outside, she always wanted to wash it. This was of course negative for us because her behavior was excessive (P1).

He got ill-tempered at home. He started to get angry even at the slightest thing, he was very affected by staying at home all the time (P2).

For example, he gets bored quickly, gets stubborn when he doesn't get what he wants, gets angry and doesn't understand that there is lockdown (P3).

During this period, my child's aggressive personality trait increased (P4).

My child was skeptical about whether everyone he encountered would spread virus to him. Apart from this, we experienced anxiety, fear, inability to understand the situation, and boredom of being at home (P5).
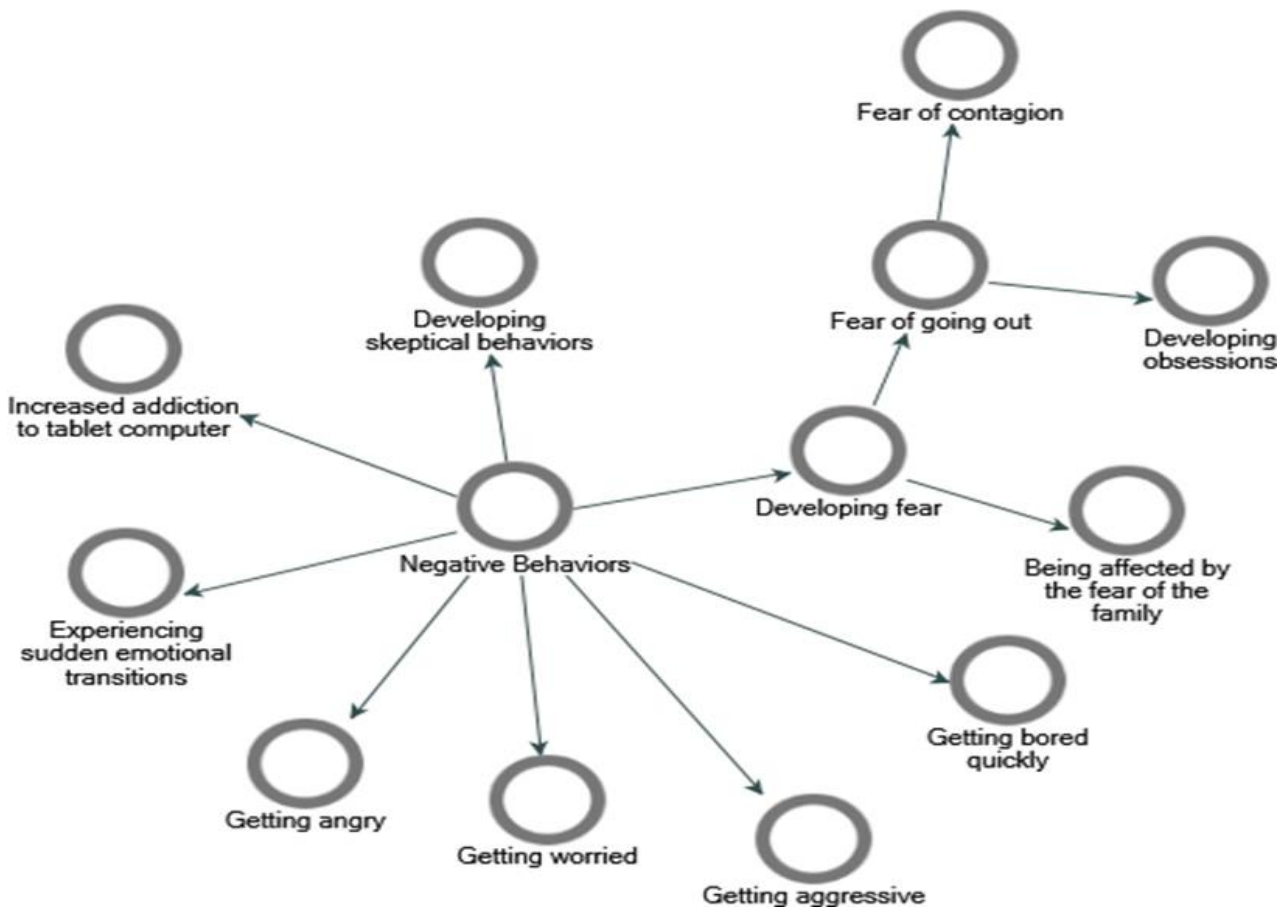
Fig. 2. Negative Changes Observed in Children Receiving Inclusive Education During the Pandemic Process

As seen in Figure 3 below, the positive effects of the distance education process on the children in the eyes of the parents are listed as developing a sense of duty, becoming aware of her/his responsibilities, being happy when s/he sees her/his friends on the screen and participates in the lesson, and developing increased enthusiasm for her/his lessons. The parents' views on these behaviors are as follows:

Seeing his friends in front of the screen made my child very happy. I can say that this behavior is positive (P6).

She was very happy when she saw her friends and teacher. She was very happy when she was given the right to speak. These were positive for me (P7).

As positive behaviors, he learned his responsibilities, he learned that he had responsibilities for the lesson by looking at his other siblings at home. When he looked at his siblings, he saw that they had responsibilities, lessons, and education, so he also got interested in them. My child also started to be enthusiastic about the lessons. Our biggest gain was that he got responsible and knew his duties (P8).
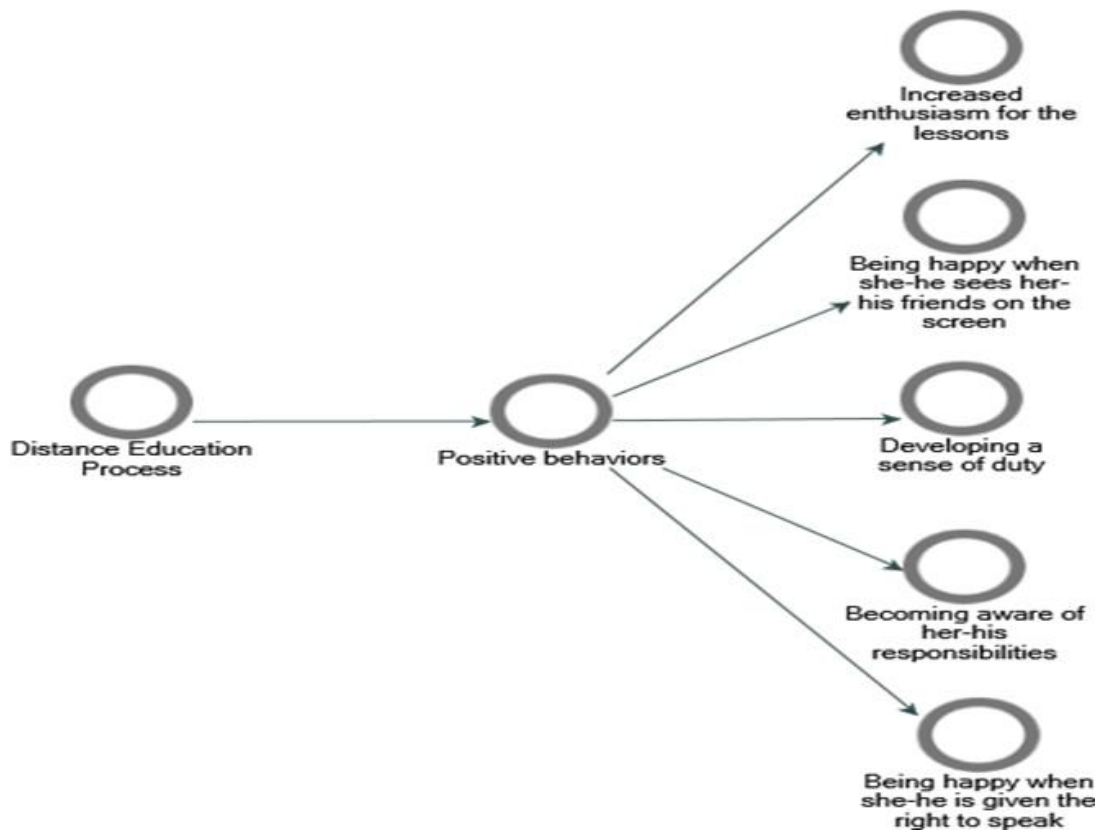
Fig. 2. Positive Behaviors Observed in Children Receiving Inclusive Education in the Distance Education Process

In line with the experiences of the parents who have children receiving inclusive education, the negative behaviors that occur in children in the distance education process are experiencing lack of self-confidence due to situations such as becoming an object of derision and not being able to fully express themselves, producing an excuse for illness such as headaches, isolating themselves by turning off the camera during the lesson, getting bored quickly, getting ill-tempered, getting angry, and developing increased distractibility. According to Figure 4, the parents' views are as follows:

Let me put it this way, my child has a special learning disability and because she had a problem in understanding, she was crying in distance education process because she thought she couldn't do that. she constantly said, "I couldn't do this; what if my friends made fun of me". She didn't want to attend the classes. You know she kept saying that she was ill, and she said she had a headache. She didn't want to attend the lessons. For example, when there was something she couldn't do, she would turn off the camera, and immediately turned it off during the lesson (P1).

During the distance education, we could not improve our problems about not being able to focus. During the distance education lessons, he was constantly distracted, bored and did not want to do the lessons (P3).

When she had to stay on the screen for a long time, she was very bored, which sometimes negatively affected her behavior (E6).

She was very bored because she could not understand the lessons and contents in front of the computer. She could not pay attention to the lessons and she was distracted (P7).
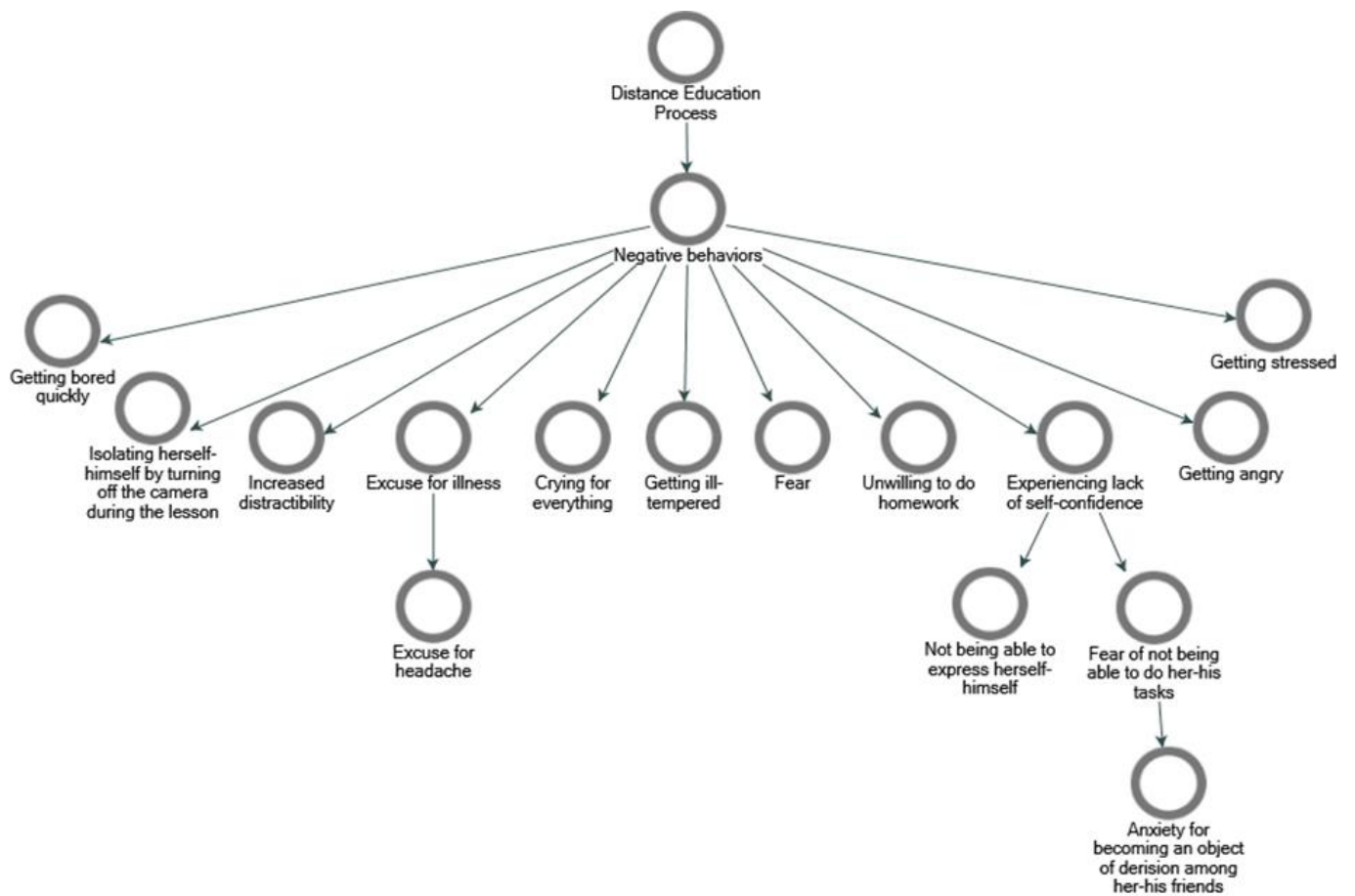
Fig. 4. Negative Behaviors Observed in the Children Receiving Inclusive Education During the Distance Education Process
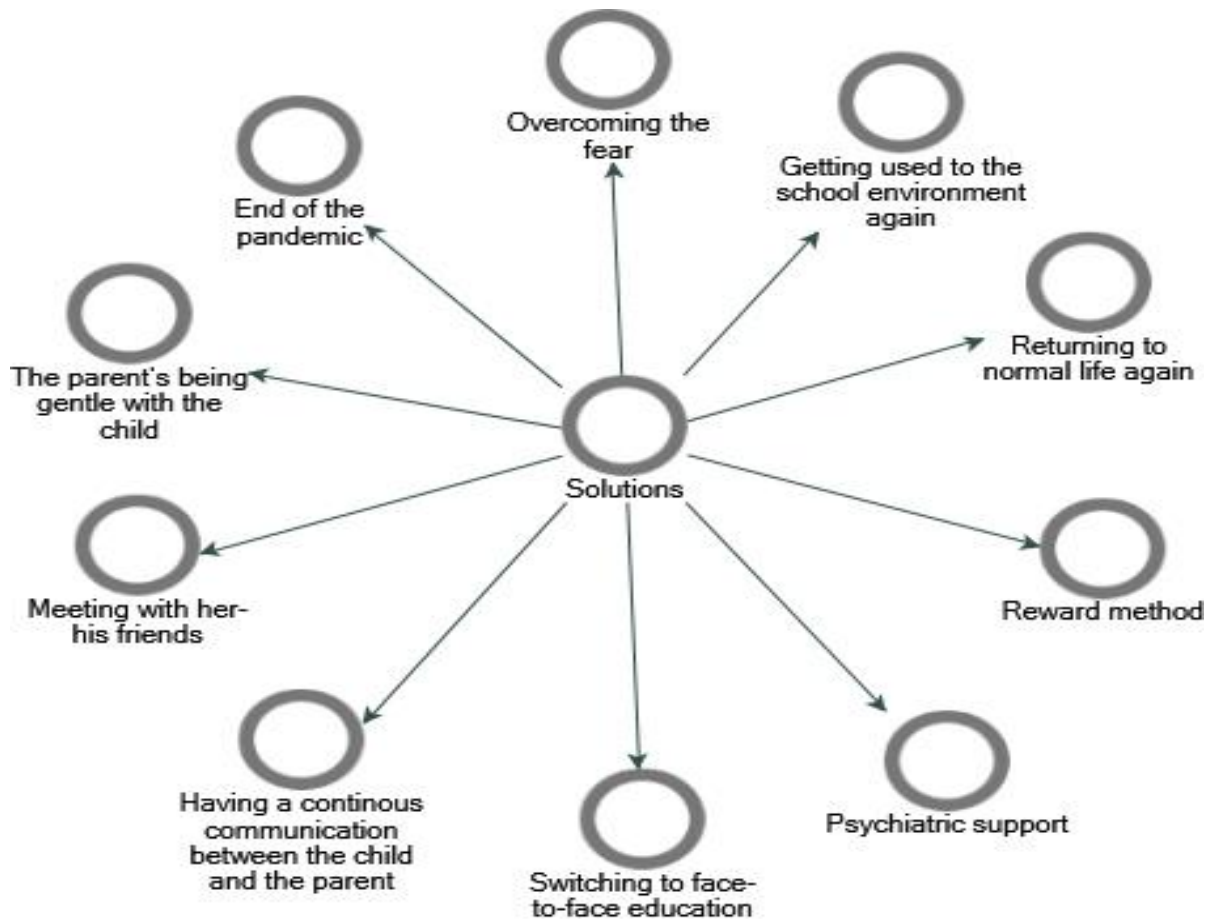
Fig. 5. Suggestions Offered to Eliminate Negative Behaviors in Children

As seen in Figure 5, suggestions offered by the parents in order to eliminate the negative behaviors observed in children during the distance education process are the end of the pandemic, switching to face-to-face education, the children's meeting with their friends, receiving psychiatric support, the parents' being much gentler with their child, and being in continuous communication. Parents' views on these findings are as follows:

Parents of children with special needs have to be much gentler with their children. When you are being tough with the children, they hang back more. I believe this process can be overcome better if we are in continuous communication (P1).

We need to get support; for example, we need to get psychological support for our children. We need to get a support for the recovery of our children (P2).

The disease must end as soon as possible and the children must return to school. Being with their friends at school is very good for children (P4).
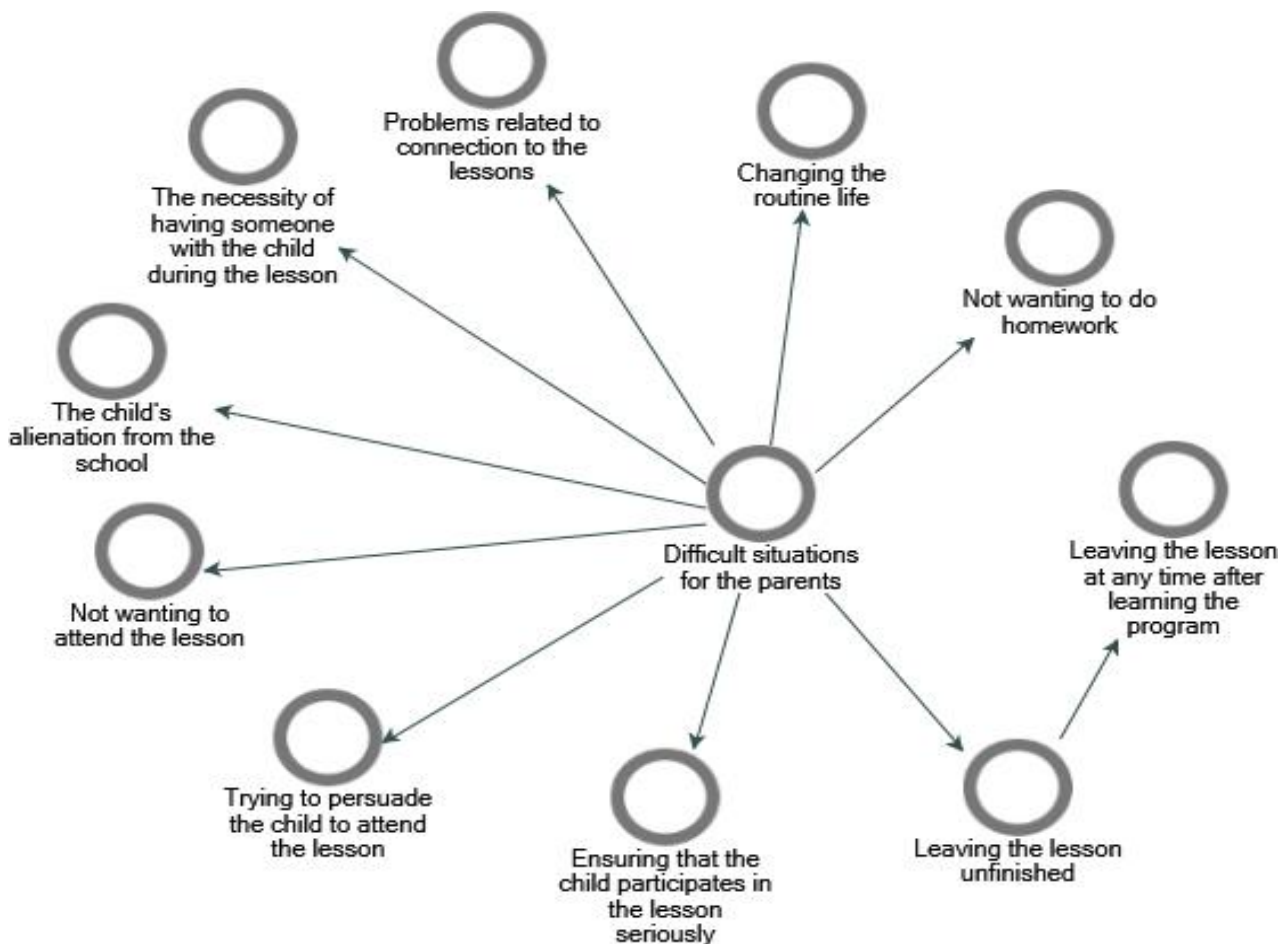
Fig. 6. Situations that are Difficult for the Parents with Children Who Receive Inclusive Education in the Distance Education Process

The findings related to the situations that are difficult for the parents in the distance education process are as in Figure 6. As can be seen, these findings are related to the situations such as the child's inability to attend the lesson alone, not wanting to attend the lesson and do homework, the tendency to leave the lesson at any time s/he wants, the efforts to persuade the child to attend the lesson, the child's alienation from school, and the change in the routine life of the family. The parents' views related to Figure 6 are as follows:

While his teacher was telling him what to do, he could not fully pay attention to it, and when they started the lesson, he left the lesson unfinished. For this reason, our first lessons were shorter than they should have been. It was very difficult for me to try to persuade my child (P3).

The most difficult situations for us were the child's not doing his lessons and his being alienated from the school (P4).

We also had great duties. Because the lessons were from home, we tried to arrange everything in the house according to him. This situation sometimes put us in a difficult situation. We had a routine life that we determined before (P5).

Distance education is very difficult for inclusive students because they can get distracted very quickly. For example, when our teacher was doing addition, it was difficult for my child to write the numbers and put the sign; since there was no teacher next to him, I had to sit next to him all the time, and it was difficult for me (P6).
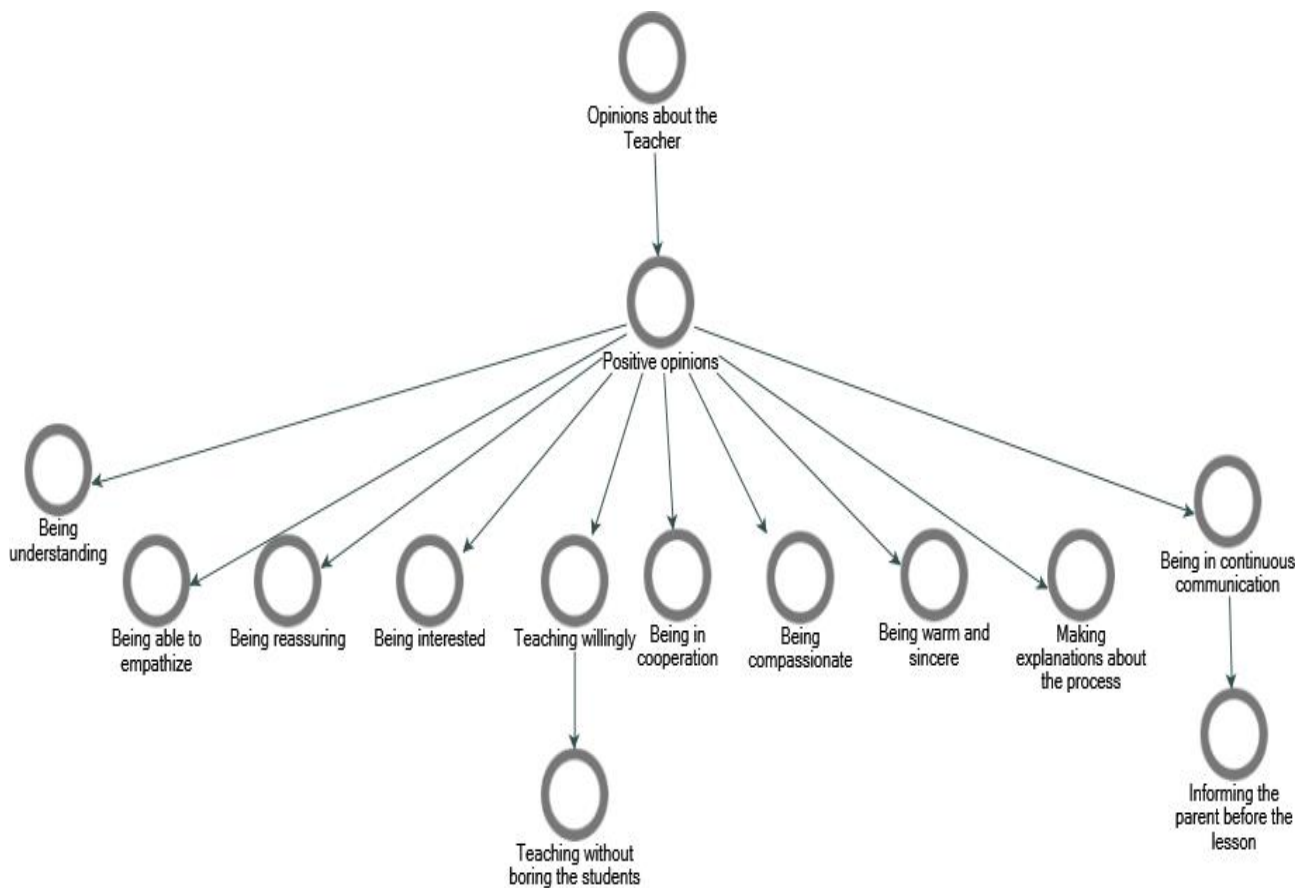
Fig. 7. Positive Views about the Teacher in the Distance Education Process

The findings consisting of the positive views of the parents related to the teachers of their children who received inclusive education in the distance education process are seen in Figure 7. According to the figure, the views about the teachers can be listed under the themes such as being able to empathize, being reassuring, being compassionate, being warm and sincere, being in continuous communication by giving information about the process, and informing the parents before the lesson. The parents' views related to Figure 7 are as follows:

Our teacher made explanations about the process. S/he gave information about how to teach the lessons and the duration of the lessons. We had frequent meetings on how inclusive education would continue, how we would progress, and how we should cooperate. We didn't know anything about the procedure of the lessons. Our teacher's calm and reassuring approach put us at ease (P3).

Mercifully, our teachers have been doing their best. They are warm and sincere. They are willing to teach the lessons (P5).

Our teacher has always supported us. A teacher's empathy and compassion are very important. We were very lucky in this regard (P6).

We have a very understanding and good teacher, who rubs my child the right way. He knows my child's differences, that is, our teacher is aware of it. He informs me before the live lessons when we talk and he says "let's start like this and continue like this". Our teacher is very

good, and our teacher is conscientious. He tries to start well and finish well. He does not bore the children and he doesn't burden them with lots of things. That's how we do it (P8)
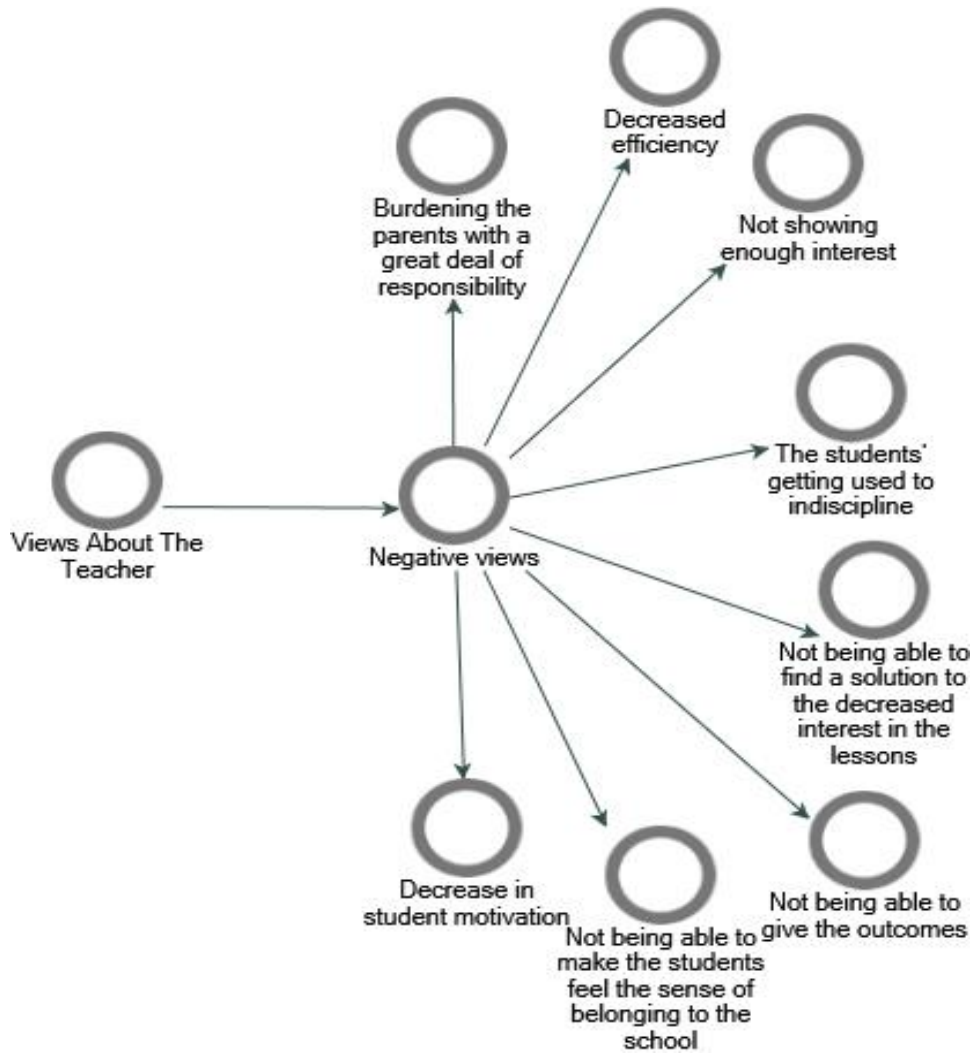

Fig. 8. Negative Views about the Teacher in the Distance Education Process

As can be seen in Figure 8, the findings obtained from the negative views about the attitudes of teachers in the distance education process can be listed under the themes such as the children's increased reluctance towards the lessons, their getting used to indiscipline, burdening the parents with a lot of responsibility, decreased efficiency in the lessons, not being able to make the students feel the sense of belonging to the school, not showing enough interest, and decrease in student motivation. The parents' views related to Figure 8 are as follows:

If I speak for myself, we did not receive any support from the teacher at the school, the children were very free, so my child got used to indiscipline. He should feel that he belongs to the school again (P4).

But my child cannot adapt to the lessons as in the classroom; he is reluctant and his motivation is very low. Our teacher was sometimes inadequate (P5).

It is very difficult to communicate and teach with so many children in front of the screen. My child couldn't get all the outcomes, so I can't say that we got efficiency in general. In addition,

we, families, should have been an intangible source rather than a concrete one in this process, and we should have been an additional source of support rather than the main source of support. We should have felt the shadow of our teachers more. I would like to feel supported all the time instead of being left alone (P7)
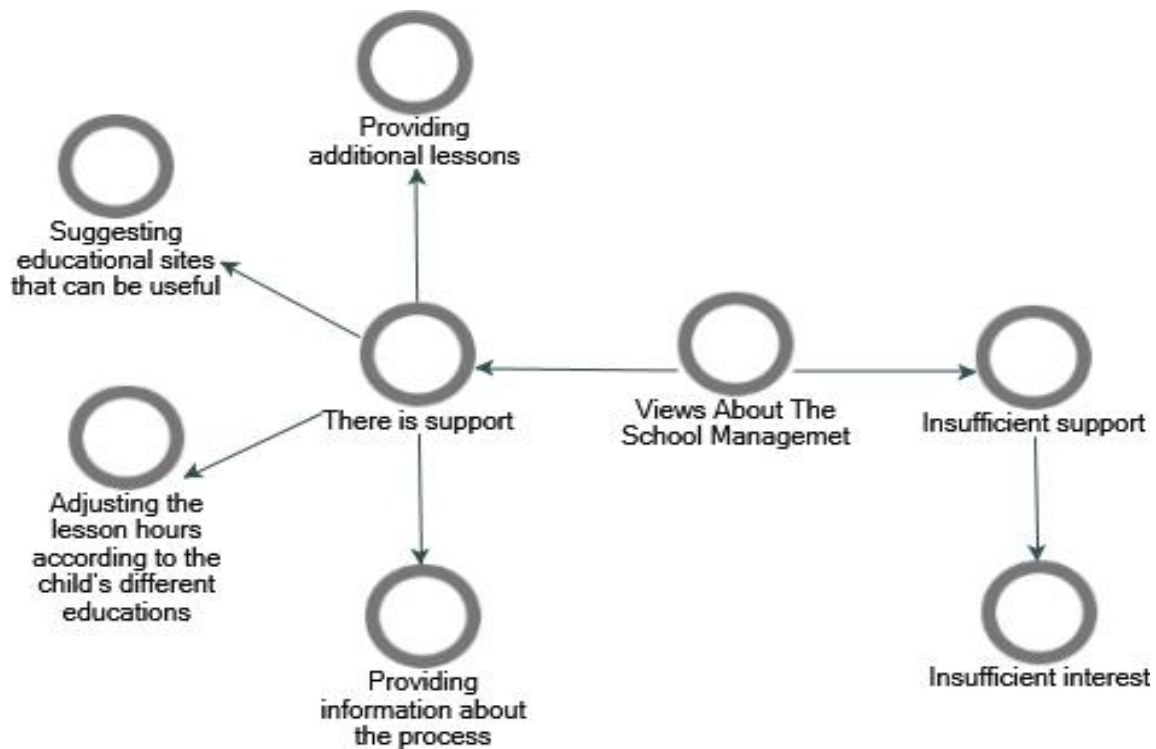

Fig. 9. Views about the School Management in the Distance Education Process

In line with the experiences of the parents in the distance education process, the views of the parents about the School Management in the distance education process are categorized into two groups such as sufficient support and insufficient support. According to these views, the findings related to sufficient support can be listed as providing information about the process, adjusting the lesson hours according to the child's different educations, suggesting educational sites that can be useful, and providing additional lessons. On the other hand, insufficient support and insufficient interest are determined to be the negative opinions of the parents about the school management. The parents' views related to Figure 9 are as follows:

Honestly, I didn't see anything. They do not care about the children. They don't even call the children (P2).

In my opinion, school administrators were insufficient in providing inclusive education in the distance education process (P3).

They were interested, and they sent us links that we could use in this process. But was that enough for me? No, it wasn't. It was not appropriate to put special children in front of the screen and give them education (P7).

We did not have anything related to the school administration, you know, the teachers teach the lessons; for example, I don't take my child to the school for two days of the week because my child goes to special education. What they did was only to arrange the days. They just informed us about that (P8).
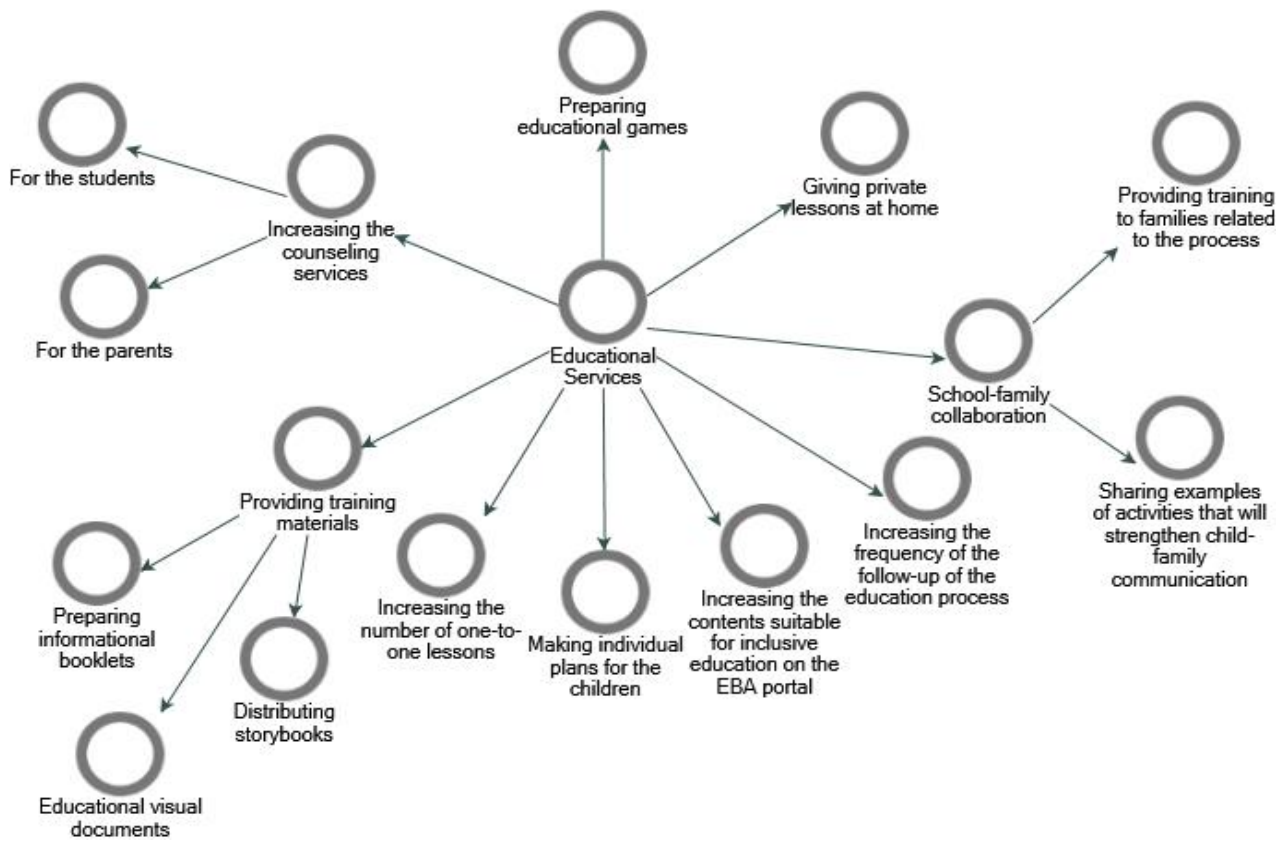
Fig. 10. Educational Services to Improve Inclusive Education in the Distance Education Process

In line with the expectations and suggestions of the parents in the distance education process, the views of the parents about the educational services that will improve inclusive education in the distance education process are categorized under several themes such as preparing educational games, increasing the counseling services, providing training materials, preparing informational booklets and educational visual documents, distributing storybooks, increasing the number of one-to-one lessons, making individual plans for the children, increasing the contents suitable for inclusive education on the EBA portal, increasing the frequency of the follow-up of the education process, increasing school-family collaboration, sharing examples of activities that will strengthen child-family communication, providing training to families related to the process and giving the students private lessons at home. The parents' views related to the findings of Figure 10 are as follows:

The school should supply the families who cannot afford the facilities with aid such as internet within the scope of parent- teacher association. They should determine the families that they will provide financial support. In terms of education, more visual documents should be provided (P3).

In order for the education to be more efficient, the authorities should follow the process more. Explanatory booklets can be prepared and given to our children and us (P4).

Guidance training can be given weight and individual planning can be made according to the situation of each child. Sometimes, one-to-one lessons can be conducted. Our children, who receive inclusive education, should be cared more than children in the normal process (P5).

Special children should be given service at home during this period, and one-to-one education should necessarily be given to them (P7).

A new place was opened through EBA, and a place called 'I am reading a book' was also opened. We couldn't benefit from here at all when he was illiterate. There are only visuals there, and you choose letters. There is no video in the special education section, so he started playing games. For example, just as a teacher in distance education gives a lesson, there should also be such a thing like that; these children get more from visuals, you know, they get better with pictures and games there. We try to explain, but naturally we can't teach like them at home. If there were such video sharings to show them how to write like the other lectures in EBA, it would be more beneficial for the children who receive inclusive education (P8).
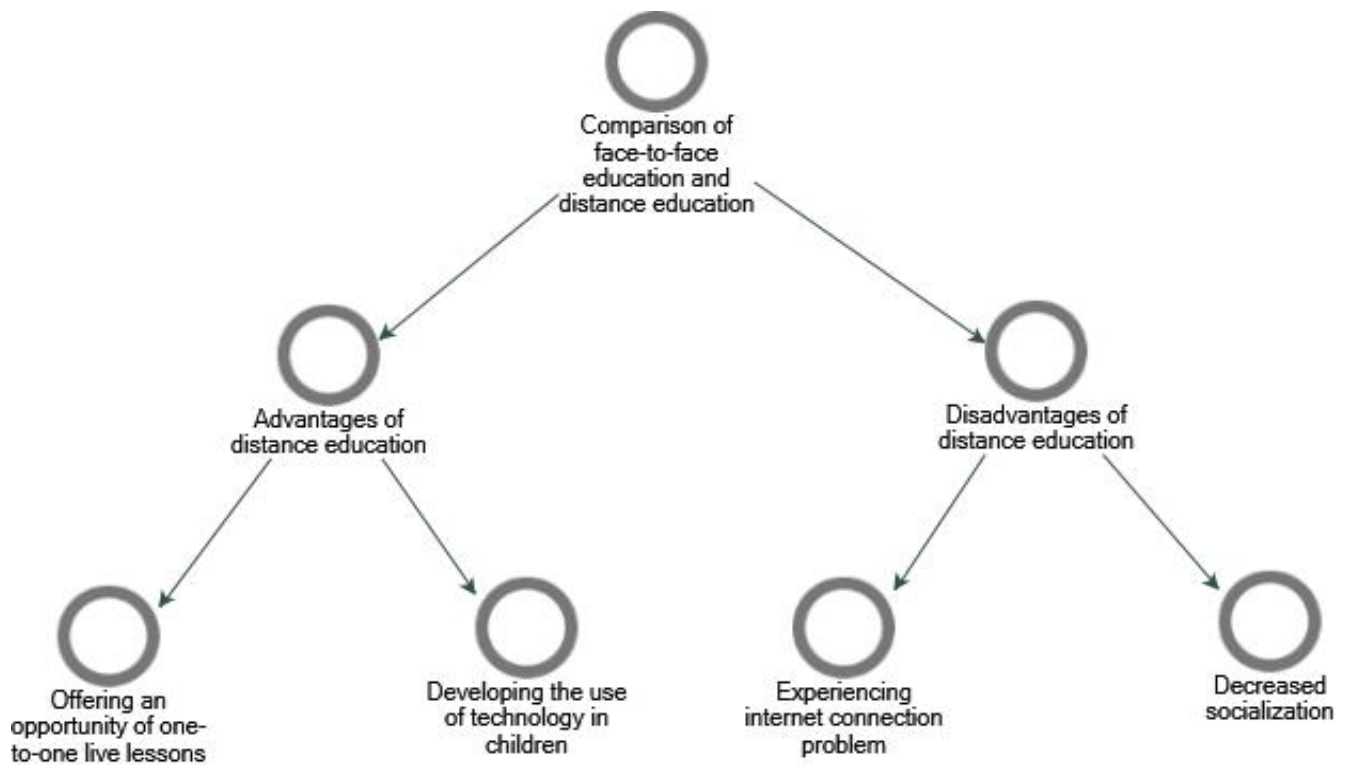

Fig. 11. *Advantages and Disadvantages of Distance Education for the Children Receiving Inclusive Education*

When face-to-face education and distance education are compared according to the experiences of the parents, the findings regarding the advantages and disadvantages of distance education are as shown in Figure 11 below. While distance education is seen as an advantage in terms of developing the use of technology in children and offering one-to-one live lessons, it is seen as a disadvantage in terms of experiencing internet connection problems and reducing socialization. The parents' views related to the findings of Figure 11 are as follows:

Although we did our best in terms of attending the lessons, there were some problems in our attendance to the lessons. Sometimes there were problems related to internet connection (P3).

But it is also a fact that my child's computer use has improved, and his familiarity with technology has also increased in this period (P5).

There is nothing like classroom environment and school education all the time. Socializing means being happy for my child. As the name implies, these children are inclusive education students. They have to interact. There is not an interaction in distance education, but there is interaction in face-to-face education (P7).
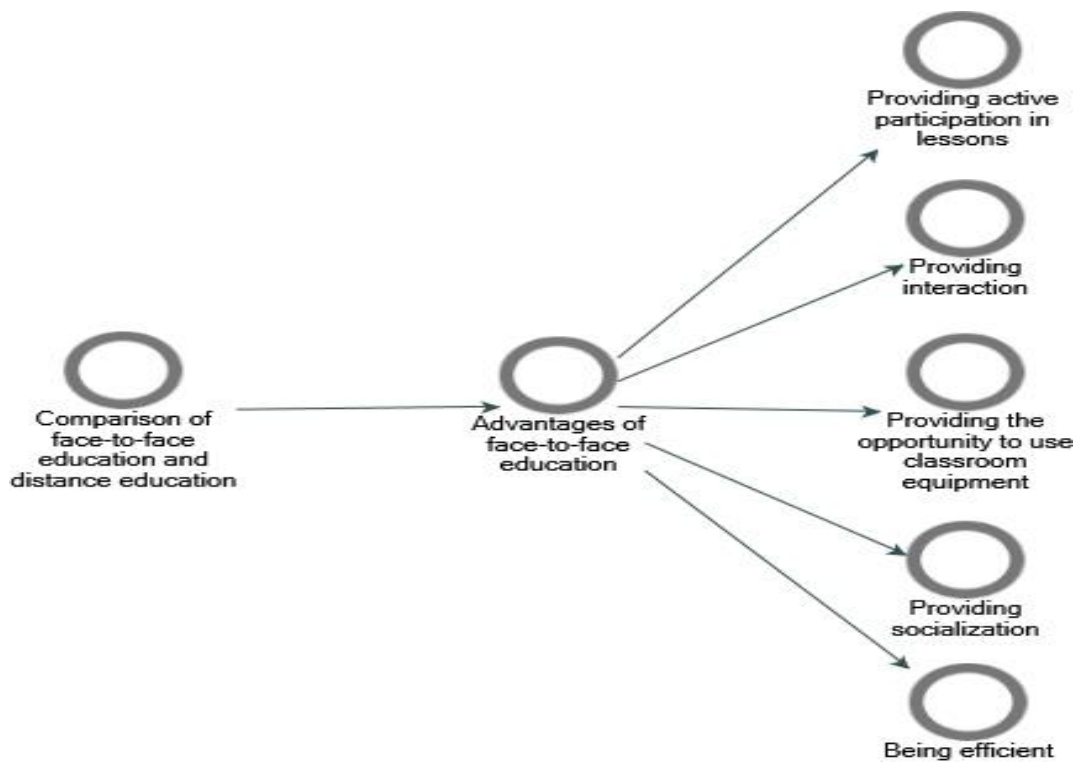
Fig. 12. Advantages of Face-to-face Education for the Children Receiving Inclusive Education

According to the views of the parents about the comparison of face-to-face education and distance education, the advantages of face-to-face education can be categorized under several themes such as providing active participation in lessons, providing interaction, providing the opportunity to use classroom equipment, providing socialization, and being efficient. The parents' views related to the findings of Figure 12 are as follows:

The education during the face-to-face education process was very good. In face-to-face education, you actively participate in the lesson, and you do something on the board. I think children were more active in the classroom (P1).

My child could not be efficient in some lessons. He got bored quickly. I think face-to-face education was more beneficial. We could not get enough efficiency in distance education. It even makes a difference if the inclusive education my child receives is in the school environment or in the classroom environment (P3).

There is nothing like classroom and school education all the time. Socializing means being happy for my child. As the name implies, these children are inclusive education students. They have to interact, and there is not an interaction in distance education, but there is an interaction in face-to-face education (P7).

3. Conclusion and Suggestions

The study aimed to evaluate the experiences of parents who had children receiving inclusive education during the Covid-19 pandemic and distance education process. In line with this purpose, semi-structured interviews were conducted with parents of children who received inclusive education. The interview data were analyzed with content analysis under two main headings such as the parents' experiences and views on the impact of the Covid-19 pandemic on their children and their experiences and views on the distance

education process. The findings obtained in this section were discussed and concluded by comparing them with the relevant literature in accordance with the sub-purposes of the study.

The first sub-objective of the study was 'What are the views of parents who have children receiving inclusive education on the impact of the Covid-19 pandemic on their children?' In line with this sub-purpose, the views of parents who have children receiving inclusive education about the impact of the Covid-19 pandemic on their children are composed of two sub-themes such as positive changes and negative changes.

According to the results of the study, the positive changes observed in this process were determined to be children's learning to be together with their families after getting used to the home environment more, learning to spend quality time with their siblings, producing new games on their own, and giving more importance to hygiene after learning that microbes are harmful.

The sudden emotional changes that they see in their children in this process are determined to be the negative changes such as getting aggressive and ill-tempered because they cannot find the opportunity to socialize when they need it, getting stubborn, doubtful attitudes, fear of contagion and increased dependence on the tablet computer. Individuals with special needs constituted one of the vulnerable groups of the pandemic during this process. According to the results of a study conducted in Spain whose participants were people with developmental disabilities, the individuals with special needs were observed to have missed the contact with their family and friends, and the outdoor activities during the quarantine process (Navas, Amor, Crespo, Wolowiec & Verduga, 2021).

When different studies are examined, it is seen in Erol & Erol's (2020) study, in which they examined the experiences of primary school students during the new type of coronavirus pandemic from the eyes of their parents, that the students and the parents felt frightened and anxious in this process, and that after the closure of schools, the students increasingly tended to technological tools to spend time and have fun. Mutluer, Doenyas & Aslan-Genç (2020) stated in their study that people with autism were adversely affected by the covid-19 pandemic and that their existing behavioral problems increased more, and that this situation increased the anxiety levels of their parents. The study, aiming to examine the changes in individuals' behaviors by comparing their behaviors before and after the pandemic, revealed that the areas where children worsened more than before the pandemic were nervousness, hyperactivity, social withdrawal, sleep disorder, and self-harm. The results of the studies conducted on the subject show parallelism with the findings of the sub-theme of negative changes observed in the children in our study.

The second sub-objective of the study was 'What are the views of the parents who have children receiving inclusive education about the distance education process?' In line with this sub-purpose, the experiences of the parents who had children receiving inclusive education about the distance education process were examined, and it was determined that the children's sense of responsibility and duty develops after the child receives education in a new system; similarly, their morale and motivation increase as a result of meeting with their friends, albeit on the screen, after staying at home for a long time. On the other hand, in spite of these positive behaviors, some negative results such as increased distraction, getting bored with the lesson easily, not wanting to do homework, experiencing lack of self-confidence as a result of the thought that he cannot express himself in front of the screen, turning off the camera during the lesson and isolating himself were also obtained within the context of the study. The parents, who offered several suggestions in order to eliminate the negative changes they observed in their children, were determined to have high levels of anxiety related to the process. Thus, they wanted the process to end with the measures and support to be taken and they also wanted to return to the normal life. Similarly, Grumi, Provenzi, gardani, Aramini, Dargenio, Naboni, Vacchini & Borgatti (2021) stated that although the situation had some positive aspects, many parents were concerned that the loss of education due to the pandemic would have long-term negative effects on the development of their children.

Distance education is a system based on systematic, planned and strong theoretical foundations, and emergency distance education is the process of comparing learning activities with face-to-face education

with the help of technological tools in times of crisis. Emergency distance education activities, which started to be implemented intensively all over the world with the COVID-19 epidemic, promised important gains on the one hand, and brought problems to be considered on the other hand (Sezgin, 2021).

When the attitudes of teachers towards students who receive inclusive education and their families in the distance education process are analyzed, it is seen that various results are obtained from the study. The teachers were considered to have positive attitudes such as being sincere and reassuring, and being in continuous communication. They were also considered to have compassionate approaches that could make them empathize with the students. On the other hand, the teachers were thought to have negative attitudes such as not showing enough attention, putting the responsibility on the parents to a large extent, not finding a solution to the decreased interest in the lessons, and not being able to make the children feel the sense of belonging to the school. In the study conducted by Thorell et al. (2020) across Europe with a total of 6720 families, among whom 2002 had children with special needs, the psychosocial effects of homeschooling on children were analyzed, and it was found that many parents regarded homeschooling as of poor quality, that the education of the child was left to the families, and that this process had negative consequences for the families and their children. In addition, it was stated that these negative effects were seen more in children with special needs and their families. The finding of our study related to leaving the responsibility to the parents in the distance education process seems to be in parallel with the results of the study of Thorell et al (2020). It is thought that this situation will have negative effects on the parents and the children in the long term. Likewise, it is also determined that the concern of the school administration is insufficient in this process and that there should be more counselling activities.

All children have the right to receive an education that suits their needs. Because of the closure of schools in the Covid-19 pandemic, children receiving inclusive education were deprived of their individualized education which they took in a social environment, and this caused the loss of an important resource for them. According to the study conducted by Jeste, Hyde, Distefano, Halladay, Ray & Porath (2020), 74% of families who had children with special needs stated that their children lost at least one special education service due to the pandemic. In line with the views of the parents experiencing the inclusive education their children receive in two different dimensions such as face-to-face education before the pandemic and distance education after the pandemic, it was determined that there were more socializing and interaction in face-to-face education and it had higher efficiency because there was more opportunity to use classroom tools and to participate in the lessons actively. In studies dealing with distance education experiences of children receiving inclusive education and their families during the Covid-19 pandemic, it has been found that the closure of schools, which are the source of socialization for these children, creates a problem for the families, and parents are worried about losing the progress their children have made (Dickinson & Yates, 2020).

On the other hand, there are also some positive results of distance education in terms of improving the use of technology in children and providing an opportunity for one-to-one live lessons.

The third sub-objective of the study was 'What are the views of the parents of the children who receive inclusive education in distance education process during the Covid-19 Pandemic?' The rapidly spreading pandemic and then being involved in the distance education process, which is an unfamiliar topic, brought many difficulties in the lives of parents who had children receiving inclusive education. It has been seen that the difficulties experienced in the process of adapting their children to the pandemic process and education, the idea of being obliged to attend classes with their children at any time in distance education, and the necessity of reshaping their routine life for this process are the bases of the difficulties. As a result of these difficulties, it is predicted that their anxiety and fear levels will increase and therefore they will need psychological support. In line with the studies conducted on this topic, mothers who have children with autism have been determined to have lower psychological well-being levels and higher anxiety levels about chronic diseases and worries about health concerns than mothers who have children with typically development (Ersoy, Altın, Sarıkaya & Özkardaş, 2020). Similarly, Asbury, Fox, Deniz,Code & Toseeb (2020) reported that families who had children with special needs were worried during the pandemic, that

they experienced losses in terms of social support network, daily routine, educational concerns and financial issues, that they experienced behavioral and emotional problems, and that the families were under stress.

The fourth sub-objective of the research was 'What are the expectations of parents regarding the inclusive education process?' In line with this sub-purpose, it has been seen that the results among parents' expectations for inclusive education in the distance education process are increasing the number of one-to-one lessons, providing educational visual documents, preparing educational games, varying the content in the EBA portal according to the type of special needs, and increasing the guidance services. As a result, it is thought that if these expectations are met, the efficiency to be gained from the process will increase and children's interest in the lessons will increase, so the difficulties experienced by the parents will decrease to a certain extent.

Suggestions

Based on the findings of the research, the suggestions developed for teachers who provide inclusive education, school administrators and researchers are summarized in the following headings.

Suggestions for Teachers Giving Inclusive Education

- They can organize parent educations by making video calls on topics such as to be able to cooperate with parents in the distance education process, to give information about the process, and to inform parents about what they can do for the education of their children in the distance education process.

- They can send examples of activities and games to parents so they can spend quality time with their children at home.

- They can prepare social stories that the parents can use during the explanation of the pandemic to children in line with the principle of suitability for child.

- They can send simple coding exercises on paper to children in order for them to develop attention by having fun.

- They can teach basic intelligence games in order to direct children to activities that develop attention.

Suggestions for School Administrators

- They can make video interviews in order to closely monitor the situation of children receiving inclusive education and to learn about the difficulties and expectations of their parents.

- They can make video interviews in the company of experts with parents and children who receive inclusive education in order to provide psychological support.

- They can organize trainings for teachers who are inadequate in the use of technology and help them learn innovative educational content.

Suggestions for Researchers

- They can analyze the psychological state of parents who have children receiving inclusive education after the Covid-19 pandemic.

- They can analyze the experiences of the children who receive inclusive education about distance education channels.

- They can analyze the effects of Covid-19 pandemic and the distance education process on children receiving inclusive education and students who show typical development, and they can make a comparison between two groups of students.

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