

School Influence Based on Education of Pupil with Special Abilities

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1. Introduction

The integration of people with special abilities in society is as long as difficult process. The factors and actors that influence on this integration are so many and everyone has its importance. In our daily work as specialised educators/teachers we face problems in integration of people with cognitive disabilities (further PMD) these problems come as from school as from family.

The issues are different and the issue that is going to be discussed, now, based how can influence the family on the development of the children as well as school influence. Or both together in interaction and coordination of educational action and acts.

The parents with DP think and believe that the school can offer more for their children's. They believe on schools and they are expected more and more from them now days.. But; which are these types of expectations? And more : which is their role actually and which role they might have in the future?? Traditional schools and what it really offer for children's with special abilities: those questions are the object of my research; whose analysis will be my roadmap in the improvement of relationship parents – school. In the treatment of the topic you will find answers for those questions according to analyses done from parents opinions. For this research have been worked an author in area of Fier (Albania) and town and cities that for several reasons of technological pollution of old industrial systems, has influenced on mental and physical health of residents.

2. Methology of Study

The purpose of this research was to analyse for the relative polemics in relation of people integration with special abilities in school as well in life, to understand later that how and what methods can correctly working with the binom family school, seeing on family/parents the point of view that have children in school age with mental problems.

For adopting the request of research, was used qualitative research applying the approach of the theory based on results (granted theory) for data analysis (Eilling, 2001, - Comic, Rhodes, Yardley, 2003). Narrative interview as identification of children's need with mental disorders. Open interview, as a tool of data collection and identification of needs, is as good as helpful practice, but is also too difficult. When you interview a family that has part of it, a child with special abilities you can face a lot of difficulties and the responsibility doing well the interview increased. To facilitate a bit the communication during the interviews, that are created as open interviews, because if we made structured interviews with closed answer – questions may hamper my data – set and create problems with communication. The interviewer should orient the dialog with parents, in that way that in end of the interview, the principal elements have been collected whose analysis will help us to understand, which are the needs of families and which is the difference that face the families of the people with mental disorders that have frequented the school and they didn't. In that free and open interview I have construct an orientation question structure for interlocutors (parents) and this can also help the interviewer on data collection. Another motive for choosing this method on collection information, is in the evaluation that

is done, as more suitable for research that have analytical descriptive and interpretative nature, thing that we will face in each chapter of this research, interviews that try to identificate and describe the issues of children's with DP that goes to school and those who don't, to understand which is the difference and what good and bad brings this social integration of the children and their educational professional possible future.

3. Sampling and Subject Selection

To enable an objective research in the sense of selection in that way that we have inclusiveness of all polemics were involved 24 families/ parents that has one child at least with mental disabilities (in some cases the family involves more than 1) in school age from 8 to 16 years old, which are diagnosed medically as children with mental disorders, so with blizzard development that live in the city of Fier. I selected this age group of children, because of the researches that are done in other places results that the main polemics that experience families especially parents has been increased in this period. The second critter, from time but not least of involving the parents in the research were that they have a mental handicapped children, because of other disabilities will not have the same polemics and we can't compare from their experience with their Ak children as in their report related with the experience that have had in school. So for above mentioned reasons, the sampling of selected parents/families was not by case, but on the contrary was with purpose. I should highlight since the beginning that the most of answers from the interviewed person are given by mothers of these children. Even though, in mostly cases the fathers were present and rarely intervene. This does not mean that they (fathers) have nothing to say, since mother is the main caretaker so they they know well problems that their children has, his needs, are more vulnerable from physical and mental charge or from social isolations. Also, other studies are supported on this champion selection.

4. Results and Suggestions of Tests Conducted

To do an analysis from the done interview I will see the key words that are mentioned and I will analysis them based on some dimensions.

4.1 Question 1: What do you think that the school has brought to them?

4.1.1 First dimension cognitive development

The school has helped us in the development of the child, because he has learnt to write and learn, but also to do calculations.

But this was a little good in done interviews; this means that school doesn't have accomplished her role in their intellectual development.

4.1.2 Second dimension. Social integration.

Some of parents declaration about their children and the haw they feel in school were :

Feel good and, relaxed and they are very sociable with their friends.

- The school has helped a lot because there is an environment full of children and exist more contacts with the others as can be had if the child will not go to school.
- being part of the class, means takes part in different parties that the class organises like common games, and being part also of physical education class.. This makes her to socialise and feels good in a group.
- At school she has desire to be activated, learns how to behave, wait the queue when she has to take something and to feel good in the group.
- -The school has influenced also in the family not just for the girl, but also for other members of the family, because now even she is integrated, has more time for herself and go to work half of the day. In all the interviews is noted that the families appreciated the role of school, as for as concerned the social integration of their children, also the school has helped them to build relationships with other pupils and with education materials. According to comments from the parents side results that children's have been socialised into the class. This socialisation allows the children to take advantage but also to give a positive impact inside the family and furthermore. Socialization that they have made with other children into the class has also made to

find out part of the personality but also to understand the differences they have.

4.1.3 Third Dimension

Regarding social role, the parents declare that their children haven't been feel part of the group. This is been declared from about 20 interviewed people.

Fourth dimension: Practical autonomy

A few of interviewed parents think that school has helped their children with the autonomy, but they have done it partially.

Families think that the bases of practical autonomy t can learn by themselves and the school offers little bit.

Question 3: What do you think that is missed from the school?

First dimension. Cognitive development:

- They couldn't achieve to calculate and to learn how to write like all pupils in the class.
- Hasn't given the maximum, because my children was with difficulties in learning and following the lessons so my children cant follow the same programme with another children, mean while the school know very good that our children need more time to understand or learn that other children.- Our child has passed from year to year without being in condition to face new programs.
- The school from the side of learning and development hasn't done nothing.
- According to us teachers didn't know how to learn, to understand and to follow them step by step and worse again to motivate the children of understanding the values and importance of writing and reading.

The most part of interviewed people say that t school can't offer to their children an organized intellectual development based on their capacity.

This due to the fact that school have an obligation program for all.

Second dimension. Social integration

Children have missed from their teacher that affection that every child should have to be motivated as it should be in the lessons, to fell more safe and calm.

Many times children need that even in school they should express their emotions, but they didn't realise that, because of the school which is show very strict with them, not open and patient to listen those children, understand and then to help them.

A few of the interviewed families think that their children hadn't a social integration in the school.

Third dimension. Social role

Frequently our children have been involved in the class, but this isn't that they profited their proper place, or to be respected for their "speciality".

- The school offers in a way recognition with their classmates and peers but is difficult to provide a social role for a child with disability like our daughter.
- Many times at home our daughter said us that she feels excluded in the school.
- She hasn't a close friend even though she tries by herself to be part of peers group, but without results.
- Of course that her would like to have a close friend like all her peers have, but another children rarely go close to her.
- She has been considered a "weak student" from her schoolmates.
- Sometimes she feels herself excluded for the fact that she is "the weak of the class".

From the declarations of the parents, mostly of the interviewers say that, school doesn't offer to the pupils with disabilities a social role. They are part physically, but from the physiological side they feel that they can't be as they peers and often for this reason are disdained from the group.

4.1.4 Fourth dimension. Practical autonomy

In the school pupils should learn only theory and doesn't practise anything to be independent for them self, know how go shopping, taking the rest, even though I as her mother try to learn by myself.

- She feels terrible that she should go everyday in the school to feed the girl in the break time or to give her the medicaments that she takes every day, because the teacher can't do that. She has difficulty doing that and she said that it's not her responsibility.
- I would add that school as far as concerned to the autonomy of the children with special abilities, doesn't offer

any alternative, because the school hasn't predicted this in her programs.

On all parents declaration it seems that in relation of practical autonomy, the school doesn't offer anything. Often these programs are done only in the of part theory and for children with special abilities is difficult to understand without a practical way.

4.2 Question three: What offer you as parents and family that school doesn't offer for your children?

4.2.1 First dimension. Cognitive development

- We as parents many times when our daughter watches TV motivate her to learn the subtitles.
- We in family try in all possible forms that we know to achieve the development of our daughter.
- We work with her by telling tales or playing different games, that we think that will help her in developing her and made her to understand the main points of things.

All parents pretend that could give help for her development but this in the support of that they learn in the school. Different parents accepted that they can't work in the proper way for writing, learning or calculating even though they try that know ledges that they had taken from the school being developing by them through practice.

4.2.2 Dimension 2.Social integration

- Fortunately we save as family good tribal relationships and most of our relatives help us with the daughter.
- Their children come here and play with our children by standing together, and help our daughter feel good and learn new things.
- We work with her by telling tales or playing different games, which we thing that develop her to understand the essential of the things,communications,behaviors,rescpeting the others and other like this neighbours and peers that live around us.
- In the family we are all day engaged with our children.
- We go continually in parks and try to create relationships with other children. Due to this dimension families try to influence on social integration of their children this happen often in an unorganised way. Although here is to appreciate the fact that these families are open minded and and doesn't hide their children.

4.2.3 Dimension three.Social role

The affection that they get in the family, because they live everyday with the love of family, makes them more lovely to take care, to help and to be helped from others, to share their emotions with us as parents or with other brothers thanks to family, they in home have learn to manage themselves better.

We learn also to be safe from different dangers that can face on can girl when she made bad friendship in her teenage.

We tell her that one day she will be adult girl. Due to the social role, family has a good influence. The fact that in family the children is treated with love makes her to understand that is appreciated and has a role as sister, brother or cousin. Even though this social role is truncated because the children has to understand that has his own place also in class, society and more.

4.2.4 Dimension four. Practical autonomy

For necessary things of the daily life as personal hygen,maintaining of her room, we in family have learned this things, even though with a bit difficulties, but generally the girl is going well in those directions.

Our children at home, has learned to be autonomy in the way of wearing,lating,personal hygiene etc there things, we thing, that the school couldn't offer to our daughter.

Thanks to family at home, they have learn to be independent, to be more autonomic, more practical and to manage herself better in house work things .

They can maintain them self due to hygiene,cooking enough(salad,cakes,dish), go shopping buying simple things, and also clean the house.

Are very autonomous also in going out, moving through the town,going to school or go for a walk by

themselves. Due to autonomy the family has its main role, is family life which can learn those children practical autonomy. Parents declare that the school can't offer this and especially for the children with special needs.

4.3 Question four: *What do you think/pretend, from your experience, that the school can do/ done more for your children/?*.

We in our city don't have special schools and those which are, there are in other cities and this is economically impossible for us to send our daughter there.

The programs that are being applied in the school aren't suitable for the development of our girl. The teacher is not specialized psychologically to manage our girl. This, that we as parents would request is that school contribute on a professional education, for any course that our girl can learn to make a profession.

The children even he is with a backwardness development he should know at least to learn a food label, a shop name or to make simple calculations. Otherwise they become dependent from everything and this not only harms them, but harms also us, because we should stay with them in everything, even though this is an for an elementary thing. So, the school could offer some practising courses or training when this children be able to learn things by repeating many times, because the time that they need to understand things is more long that the time that the others need. Requests parents due to school were a lot. All parents request a school with specialized programs that for us as pedagogues is the project of life for this children.

All parents wanted specialized teachers to take charge their children because actual teaches are not prepared to know and to realize the needs of children with disabilities. Most of the parents requested from school to offer a professional course for their children, in order to be integrated in the society in their future. Parents wanted an effective job due to their cognitive development so they will be able to face the life challenges and to create their own life. In parent's requests seemed also the education for the social role of these children, for the place they should have in class or society and this is made by considering their needs and making them to release their potentials. Due to practical autonomy, is a necessity, that is tried to realize only by family and the school does nothing or a bit in this aspect.

Data analysis for children who go to the school. This analysis collects data received from four dimensions and this depend on two principal factors family/school.

1. Cognitive Development
2. Social Integration
3. Social Role
4. Practical Autonomy

David Eechler, the big creator of some intelligence tests considers the intelligence as the ability of a person to understand the world when he lives and to respond her challenges (Etcher 1975) and if we add here the necessary ability to adopt with a culture (Vernon 1976) According to this definition the school should offer an opportunity the children to rehabilitate more their actual abilities to understand the world and life challenges, but is this possible and especially with children with disability on learning? According to this study results: Due to the cognitive development in this aspect school offers a little bit and this results on parents declarations. Childrens are always passive during the lesson. From different theories but also from other researches that are done from other countries more developed, seems that school environment plays a very important role for the pupil development and then arise the question, why the school can not accomplish her duty? Again from the parents data we come to the conclusion that actual teacher aren't adaptive for the capacity of this children.

But what does the family in this dimension? From the interviewers is understood that the families work a lot on their children development and this reminds in a unorganised and unstructured form, after the parent come from different social and professional class. During the declarations of parents seemed their desire to collaborate with school on this direction. According to the declarations of parents they thought that social integration was done in a particular way and is more physical integration of these children. According to parents this happens no because from unadaptive mentally to have children with special needs, but for the fact of old mentally from old system. But, is this an answer from society related to the integration of disabled children? Of course not! Here the school and society system should take more collective responsibility. From other side family try to do a social integration, but again is insufficient.

According to Nomenclature of life experience (Fovgey rollas et al. 1998) social role is determined by the responsibilities, relationships, education, work and fun when we can mention inter personal, professional orientation, sport games etc.

In this context t we can compare the social role of disabled children from the school. They didn't feel part of a

group, couldn't create interpersonal relations, felt exempted or pitied. From the requests of parents seemed also and the absence of professional courses for these people. This means that they don't exist. Here seems better that the school hasn't accomplished her duty to give those children a social role. On the other hand the family try to give a role in the family but this is insufficient to consider these children that they have a role in the society. Again according to Nomenclature of life expressions (Fougeyrolles et al 1998) the activities of daily life include a variety number of expressions like, eating, physical condition, personal care, movement etc. In this part of development the children of school has an important role, but seems that it don't do anything. Maybe is this an absence of educational system in Albania? Because in this aspect the school doesn't do anything, especially in practical way, for example if we could see programs maybe we face with orientations on road but would this have the same value for the children with difficulties? Could they get directions on the road? What about the diets, cures, physical and mental state, personal hygiene, what does the school do? Almost nothing. But which can be the problem? Maybe the organisations of educational system, because even that we talk about integration no one has been able to see this practices in all dimensions. In educational practices of foreign schools, is school that cares for these aspects. In practices of west states is school that has fixed programs to form those expressions. The children go to the supermarket learning in that way how to use the money, the way of communication in different places, respecting the roles, etc, they eat sometimes together, have a journey with public transport and other activities like this. But even while what does the family in this aspect? Everything can be possible. Parents declare that they teach their children those life expressions and this helps also for the fact that the house is a place when children can learn more about eating, hygiene or live. But can all parents be well-organised for this direction? Even not all parents would be able to do that, and also the school what would happen with these children? They wouldn't have anymore the right of education but has the school or society the right of doing that? Absolutely not!

5. Conclusions

Person with special abilities need equal opportunities, not mercy. Like in all other regions of the world, also at us people with special needs want equal opportunities and access in all social recourses, for example in inclusiveness education, new technologies, social and health services, sports and activities of free time also services of consume.

Barriers in society lead to discrimination and social expulsion the way that our societies are organised often means that special needs people aren't able to have completely their rights and often are expelled from the society. From this research we saw that special need people have low level of educational admission. Also results that a big number of special need people live in an extreme poverty.

Special needs people should go out from invisible citizen image. The discrimination that they feel sometimes is based in the prejudice that exist for them and in most of the cases it happens because of the fact that these persons are forbidden or underestimated and this leads to the creation and reinforcement of these. Environmentally and mentally barriers and this don't permit special needs people to be part of the society. Families of special need people and especially those who have mentally weakness, should be helped from the school, because they play vital row in the education and social involvement. In this point should be taken the adequate steps for this family from the public and educational authorities, and for special needs people in the most includes.

Special needs includes in the society is an actual priority way. People with special needs should have access in education, health services, professional and social services in all opportunities that exist for other persons without disabilities. The needs of disability and their families are different and this important to be compliant with plans, which taking to consideration the person and different aspects in his life. Nothing can be done for disabled persons without them. It should be created opportunities to give these persons and their families support and should undertake actions in dialog ways and cooperation with traditional schools and they who support special needs.

The school should take principal role on the diffusion of message that the right of them should understand and accept, helping in this way to take away the fear, myths or bad/conceptive and supporting the effort of all community.

It is necessary to have education for all based on full equality and participation Principe. Education place and important role for the future of everybody as personal or social point of view. This is why the educational system should be the essential place to ensure personal development and involvement, that would permit children and young's with special needs to be as independent as possible. Educational system is the first step to inclusiveness society.

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