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DISSERTATION

**INTEGRATION OF CHILDREN WITH SPECIAL EDUCATIONAL NEEDS
INTO INCLUSIVE CLASSES OF GENERAL SCHOOLS IN GREECE**

011 – Educational, Pedagogical sciences
Field of knowledge 01 – Education

Applying for the Doctor of Philosophy degree in educational and pedagogical sciences

The dissertation contains the results of own research. Using ideas, results and texts of other authors have a link to the corresponding source

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АНОТАЦІЯ

Калтсуні Параскеві. Інтеграція дітей з особливими освітніми потребами в інклюзивні класи закладів загальної середньої освіти Греції. – Кваліфікаційна наукова праця на правах рукопису.

Дисертація на здобуття наукового ступеня доктора філософії за спеціальністю 011 «Освітні, педагогічні науки» (01 – «Освіта»). – Тернопільський національний педагогічний університет імені В. Гнатюка, Тернопіль, 2022.

Дисертація є комплексним дослідженням проблеми інтеграції дітей з особливими освітніми потребами в інклюзивні класи закладів загальної середньої освіти Греції. У роботі вивчено основні підходи та організацію процесу інтеграції дітей з особливими освітніми потребами в інклюзивні класи закладів загальної середньої освіти Греції та здійснено аналіз поглядів вчителів шкіл на цей процес. На основі отриманих даних запропоновано методичні рекомендації щодо покращення ефективності означеного процесу.

У дисертаційній роботі схарактеризовано генезу розвитку інклюзивної освіти в Греції; висвітлено основні підходи до розуміння концепту «діти з особливими освітніми потребами»; здійснено аналіз процесу інтеграції дітей з особливими освітніми потребами в інклюзивні класи закладів загальної середньої освіти Греції; схарактеризовано модель паралельної підтримки; розроблено інструментарій та проведено кількісне дослідження з метою вивчення думок вчителів щодо інтеграції дітей з особливими освітніми потребами в інклюзивні класи закладів загальної середньої освіти Греції та запропоновано рекомендації задля покращення цього процесу.

Наукова новизна проведеного дисертаційного дослідження є беззаперечною і полягає в тому, що:

вперше проведено дослідження з метою вивчення думок вчителів щодо: організації інтеграції дітей з особливими освітніми потребами в інклюзивні класи

закладів загальної середньої освіти як процесу; впливу різних факторів на ефективність повсякденної освітньої діяльності, спрямованої на створення позитивного мікроклімату в класі (наприклад, очікування щодо поведінки учнів з особливими освітніми потребами, співпраця з батьками); задоволеності потреб дітей з особливими освітніми потребами в інклюзивному класі закладів загальної середньої освіти; кооперації та співпраці педагогів та адміністрації закладів освіти задля сприяння соціальному розвитку дітей з особливими освітніми потребами, полегшення процесу інтеграції цих дітей у заклади освіти;

запропоновано рекомендації з метою більш ефективної інтеграції дітей з особливими освітніми потребами в інклюзивні класи закладів загальної середньої освіти;

висвітлено погляди вчителів закладів загальної середньої освіти Греції щодо інтеграції дітей з особливими освітніми потребами в інклюзивні класи; особливості роботи спеціально організованих та укомплектованих інтеграційних відділень, які функціонують у закладах загальної середньої освіти для навчання дітей з особливими освітніми потребами, та програми, за якими вони працюють, а також моделі та форми шкільної інтеграції дітей з особливими освітніми потребами, педагогічні підходи до побудови ефективного освітнього процесу дітей з особливими освітніми потребами в інклюзивних класах закладів загальної середньої освіти;

уточнено поняття «діти з особливими освітніми потребами», «інтеграція дітей з особливими освітніми потребами», що стосується важливості функціональної інтеграції дітей з особливими освітніми потребами в інклюзивні класи закладів загальної середньої освіти та відділень паралельної підтримки та спільного навчання;

подальшого розвитку набули знання про історію розвитку інклюзивної освіти в Греції, організацію процесу інтеграції дітей з особливими освітніми потребами в освітню систему, рівні та моделі цього процесу в різні часи.

Відомо, що інклюзивна освіта у Греції пройшла чотири етапи у своєму становленні: інституалізації, нормалізації, інтеграції та диференціації. Сьогодні в основі інклюзивної освіти Греції лежить спів-навчання та ідея побудови «закладу освіти для всіх». Відтак, діти з інтелектуальними, фізичними, функціональними та іншими типами порушень, яких іменують “діти з особливими освітніми потребами”, мають можливість отримувати освіту разом з іншими дітьми в інклюзивних класах закладів загальної середньої освіти.

Діти, які мають шкільні труднощі, серед яких виділяють тимчасові або часткові важкі порушення навчання, проблеми з навчанням чи адаптацією, певні порушення (специфічний спосіб мислення, дії та реакції), характеризуються як “діти з особливими потребами”.

Розбудова успішних механізмів інтеграції дітей з особливими освітніми потребами в освітнє середовище закладу освіти Греції є важливим питанням наукового пошуку останніх років. Встановлено, що у науковій літературі з проблеми дослідження науковці часто використовують поняття “інклюзія” як синонім до феномену “інтеграція” задля опису освітнього процесу дітей з особливими освітніми потребами у закладах освіти.

Інтеграцію ми розуміємо як процес, який передбачає налагодження інтеракції між дітьми з тої позиції, що кожна дитина є важливим членом шкільної команди та розглядає організацію такого освітнього середовища, в якому жоден учень не був би виключеним із освітнього процесу. Інтеграція не передбачає асиміляції, але має на меті активну участь кожного окремого учня, не залежно від його індивідуальних можливостей, в освітньому процесі закладу освіти, класу тощо з метою його навчання, виховання та соціалізації. Інтеграція може бути повною або частковою; існувати у трьох формах: просторова, соціальна та функціональна. У контексті здійснюваного дослідження ми апелюємо, в більшій мірі, до функціональної інтеграції дітей з особливими освітніми потребами в освітній простір закладу освіти. Відсутність допоміжних служб, традиційні

методи навчання, невідповідна конструкція простору негативно впливають на провадження цієї форми інтеграції. Водночас, цьому процесу сприяють: спільне навчання, підтримка з боку суспільства, наявність професійно підготовленого педагогічного персоналу, використання ефективних стратегій навчання, участь дітей у навчанні, колектив, готовий до роботи в інклюзивному класі, взаємодія з батьками дітей задля встановлення індивідуальних цілей щодо розвитку індивідуальних можливостей кожної дитини.

Основними стовпами інтеграції є взаєморозуміння, прийняття різних і повага до всіх людей, що забезпечує гармонійне співіснування. Вчитель відіграє домінуючу роль у провадженні інтеграційного процесу. Індивідуальна інтеграційна програма та індивідуальний навчальний план розробляються для кожної дитини з особливими освітніми потребами.

У закладах загальної середньої освіти розміщені відділи інтеграції, які беруть на себе відповідальність за навчання дітей з особливими освітніми потребами, що базується на спільному навчанні та налагодженні співпраці між вчителями спеціальної та загальної освіти задля адаптації та/або асиміляції освітнього процесу відповідно до потреб учня, а також оцінювання результатів його навчання. У Греції модель спільного навчання називається паралельною підтримкою: в кожному інклюзивному класі працюють вчитель та вчитель-дефектолог, який прикріплюється до учня з особливими освітніми потребами.

Ефективність інтеграції дітей з особливими освітніми потребами в інклюзивні класи закладів загальної середньої освіти Греції залежить від співпраці адміністрації та керівництва школи з інтеграційними відділами, відділами паралельної підтримки та батьків дітей з особливими освітніми потребами в освітньому процесі.

З метою визначення ставлень вчителів до інтеграції дітей з особливими освітніми потребами в інклюзивні класи закладів загальної середньої освіти Греції проведено емпіричне дослідження, що передбачало кількісне опитування 150

вчителів-дефектологів віком від 36 до 50 років з досвідом роботи до 5 років. Автором дослідження розроблено анкету, яка складається з 4 розділів. Перший розділ містив особисту інформацію про респондентів, другий – досліджував досвід вчителів з інтеграції дітей з особливими освітніми потребами у класи, третій - занепокоєння вчителів щодо цього процесу, четвертий - стан шкіл щодо провадження інтеграції дітей з особливими освітніми потребами в освітній процес.

Для обробки кількісних даних використовувалися методи описової статистики. Статистичні розрахунки виконані на персональному комп'ютері за допомогою пакету для обробки статистичних даних SPSS-15. Усі запитання з анкети були представлені у вигляді частот, відсотків і кумулятивних відсотків, які описані у таблицях і графіках. Крім того, для відповіді на запитання дослідження використовувалися параметричний t-тест, непараметричний Крускала-Уолліса та коефіцієнт Пірсона.

Більшість респондентів погоджуються, що їх школи є готовими до інтеграції дітей з особливими освітніми потребами. У той же час встановлено, що чим вищий рівень погодження, тим більшим є хвилювання щодо того, що учні з особливими освітніми потребами не будуть прийняті іншими учнями і що педагоги не володіють відповідними компетентностями для навчання цих учнів.

Теоретичне та практичне значення дослідження полягає в тому, що досліджено підходи та організацію процесу інтеграції дітей з особливими освітніми потребами в інклюзивні класи закладів загальної середньої освіти Греції. Розширено уявлення про специфіку організації системи інклюзивної освіти в Греції. Систематизовано та уточнено наявні підходи та стратегії навчання дітей з особливими потребами, співпрацю та координацію структурних підрозділів закладів освіти для ефективності цього процесу. Розроблена авторська анкета може використовуватися як діагностичний інструмент для дослідження думок учителів щодо ефективності процесу інтеграції дітей з особливими освітніми

потребами в інклюзивні класи закладів освіти. Рекомендації, запропоновані автором, повинні бути враховані фахівцями з інклюзивної освіти, педагогічними працівниками закладів освіти у процесі вдосконалення освітнього простору задля більш ефективного навчання дітей з особливими освітніми потребами та підготовки вчителів до роботи з цією категорією дітей в інклюзивних класах закладів освіти. Отримані результати можуть бути використані: у науково-дослідній діяльності: для подальшого наукового розроблення проблеми організації ефективного процесу інтеграції дітей з особливими освітніми потребами в систему загальної освіти та підготовки педагогів до роботи в інклюзивних класах; проведення відповідних досліджень щодо оцінки якості навчання дітей з особливими освітніми потребами в умовах інклюзивного навчання; у навчально-виховному процесі: впровадження ефективних підходів до організації інклюзивного освітнього простору для дітей з особливими освітніми потребами в закладах освіти; удосконалення освітніх програм спеціальності 016 «Спеціальна освіта»; підвищення кваліфікації вчителів інклюзивних класів; інтеграція окремих модулів у програми формування інклюзивної компетентності педагогічних працівників та керівництва закладів освіти.

Ключові слова: інклюзія, інтеграція, інклюзивна освіта, інклюзивна політика, діти з особливими освітніми потребами, діти з інвалідністю, інклюзивний освітній процес, інклюзивний клас, колектив інклюзивного класу, заклад загальної середньої освіти, Греція.

SUMMARY

Kaltsouni Paraskevi. Integration of children with special educational needs into the inclusive classes of general schools in Greece. – Qualifying scientific paper. As a manuscript.

Thesis for the Doctor of Philosophy Degree in the field of knowledge 01 Education / Pedagogy, specialty 011 Educational, Pedagogical Sciences. – Ternopil Volodymyr Hnatiuk National Pedagogical University, Ternopil, 2022.

The dissertation is a comprehensive study of the problem of integration of children with special educational needs into inclusive classes of general secondary education institutions in Greece. The paper examines the main approaches and organization of the process of integrating children with special educational needs into inclusive classes of general schools in Greece and analyzes the views of school teachers on this process. On the basis of the obtained data, methodical recommendations are proposed for improving the efficiency of the specified process.

The dissertation characterizes the genesis of the development of inclusive education in Greece. The main approaches to understanding the concept of “children with special educational needs” are highlighted. An analysis of the process of integration of children with special educational needs into inclusive classes of general schools in Greece is carried out. The parallel support model is characterized. A toolkit is developed and a quantitative study is conducted in order to study the opinions of teachers regarding the integration of children with special educational needs into inclusive classes of general school in Greece and recommendations are offered to improve this process.

The scientific novelty of the conducted dissertation research is undeniable and consists in the fact that:

for the first time, a study is conducted to study teachers' opinions regarding: organization of integration of children with special educational needs into inclusive classes of general school as a process; the influence of various factors on the

effectiveness of everyday educational activities aimed at creating a positive microclimate in the classroom (for example, expectations regarding the behavior of students with special educational needs, cooperation with parents); satisfaction of the needs of children with special educational needs in the inclusive class schools; cooperation and cooperation of teachers and the administration of educational institutions to promote the social development of children with special educational needs, facilitating the process of integrating these children into educational institutions; recommendations are offered for the purpose of more effective integration of children with special educational needs into inclusive classes of general schools; the views of teachers of general schools in Greece regarding the integration of children with special educational needs into inclusive classes are highlighted; peculiarities of the work of specially organized and staffed integration departments that function in general secondary education institutions for the education of children with special educational needs, and the programs under which they work, as well as models and forms of school integration of children with special educational needs, pedagogical approaches to building an effective educational process of children with special educational needs in inclusive classes of general schools; the concepts of “children with special educational needs”, “integration of children with special educational needs” have been clarified, which refers to the importance of functional integration of children with special educational needs into inclusive classes of general schools and departments of parallel support and joint education; further development gained knowledge about the history of the development of inclusive education in Greece, the organization of the process of integration of children with special educational needs into the educational system, the levels and models of this process at different times.

The process of development of inclusive education in Greece has four distinct stages: institutionalization, normalization, integration and differentiation. Today inclusive education in Greece is based on the principles of co-education and the creation of a “school for all”, where all children will be educated and will not be distinguished

from each other due to mental, linguistic, physical or their emotional specificity. Children with some disabilities are characterized as "children with special educational needs".

Children who have school difficulties, among which it is distinguish temporary or partial severe learning disabilities, learning or adaptation problems, some disability (specific way of thinking, acting and reacting) are characterized as "children with special needs".

The development of successful mechanisms for the integration of children with special educational needs into the educational environment of an educational institution in Greece is an important issue of scientific research in recent years. However, the problems persist and mainly focus on the exact definition of integration. Literature review shows that scientists use the term "inclusion" as alternative with the term "integration" in order to describe the education of students with special educational needs with typical students in the general school. The common feature of the two definitions is that they support coexistence at the educational and social level for people with or without disabilities. We understand integration as a process that initially promotes interactions between children, as it values all children as active members of the school team and secondly addresses all those necessary organizational arrangements that should take place in the school space, so that learning does not exclude any student.

Integration in particular does not seem to accept the concept of assimilation, but to consider each child as a functional member who actively participates in a school environment, in all activities and in a constantly changing classroom environment, in terms of the quality of his / her practices, to emphasize the child's abilities and not only aim at the coexistence of students with and without educational needs in common school contexts, but also to provide incentives for the formation of their interpersonal relationships (social inclusion). Integration has range from partial to full integration and can be divided into three forms in terms of its content: spatial, social and functional.

Taking into account the multiple definitions of integration, we should note that in the context of this dissertation we will be concerned with the importance of functional integration for children with special educational needs, to all their classmates, in general schools and integration departments. Lack of support services, traditional teaching methods, inappropriate space construction have negative influence on this form of integration. In summary, the factors that positively favor the integration process are: collaborative teaching, support from society, the provision of appropriate specialist teaching staff, the use of effective teaching strategies, the participation of children in teaching, the inclusion staff to always be available, working well with the parents of the children and setting individual goals for each child's special abilities.

Mutual understanding, acceptance of the different and respect for all people, thus ensuring harmonious coexistence are the main pillars of integration. The teacher plays a dominant role in the implementation of inclusive education and in integration process. They work due to individual integration program that helps to build individual educational plan for child with special educational needs that is full fill in inclusive classes of general schools in Greece.

The departments of integration are spatially housed in the formal education school. They take the responsibility of educating the children with special educational needs which is based on co-teaching and cooperation between the teachers of special education and general education in order to make modifications and adjustments in teaching, but also to evaluate the student's progress. In Greece the model of co-teaching is called parallel support. In parallel support the special education teacher is with the student who has special educational needs in the general class and helps him, while at the same time the teacher teaches all the children. The effectiveness of integration of children with special educational needs in inclusive classes of general schools in Greece depends on cooperation of the administration and the executives in the operation of the integration departments, the parallel support and parents in educational process of children with special educational needs.

In order to determine the attitudes of teachers towards the integration of children with special educational needs into inclusive classes of general secondary education institutions in Greece, an empirical study was conducted, which included a quantitative survey of 150 special education teachers aged 36 to 50 with up to 5 years of work experience. The author of the study developed a questionnaire consisting of 4 sections. The first section contained personal information about the respondents, the second - explored the experience of teachers in the integration of children with special educational needs in classes, the third - teachers' concerns about this process, the fourth - the state of schools regarding the implementation of the integration of children with special educational needs in the educational process.

Methods of descriptive statistics were used to process quantitative data. Statistical calculations were performed on a personal computer using the SPSS-15 statistical data processing package. All questions from the questionnaire were presented in the form of frequencies, percentages and cumulative percentages, which are described in tables and graphs. In addition, parametric t-test, non-parametric Kruskal-Wallis and Pearson's coefficient were used to answer the research questions.

Most of the participants agree on a higher level that their schools are ready to implement integration of children with special educational needs. At the same time, it was founded that the more the participants agree that their school is ready to implement the integration of the students with special needs, the more positive they are about being concerned that those students will not be accepted by other students and that they do not have the proper knowledge-skills to teach them. Furthermore, the more ready they support the school is, the less they worry about being difficult to give proper attention to all students in an inclusive classroom and the less anxious they are about teaching such students.

The theoretical and practical significance of the study is that the approaches and organization of the process of integration of children with special educational needs into inclusive classes of general secondary education institutions of Greece were

investigated. The idea of the specifics of the organization of the system of inclusive education in Greece has been expanded. The available approaches and strategies for teaching children with special needs, cooperation and coordination of structural subdivisions of educational institutions for the effectiveness of this process have been systematized and clarified. The developed author's questionnaire can be used as a diagnostic tool for researching the opinions of teachers regarding the effectiveness of the process of integrating children with special educational needs into inclusive classes of educational institutions. The recommendations proposed by the author should be taken into account by specialists in inclusive education, teaching staff of educational institutions in the process of improving the educational space for more effective education of children with special educational needs and training teachers to work with this category of children in inclusive classes of educational institutions. The obtained results can be used: in research activities: for further scientific development of the problem of organizing an effective process of integrating children with special educational needs into the general education system and training teachers to work in inclusive classes; conducting relevant studies on the assessment of the quality of education of children with special educational needs in the conditions of inclusive education; in the educational process: implementation of effective approaches to the organization of an inclusive educational space for children with special educational needs in educational institutions; improvement of educational programs of specialty 016 "Special education"; professional development of teachers of inclusive classes; integration of individual modules into programs for the formation of inclusive competence of teaching staff and management of educational institutions.

Key words: inclusion, integration, inclusive education, inclusive policy, children with special educational needs, children with disabilities, inclusive educational process, inclusive class, inclusive class staff, general schools, Greece.

LIST OF PUBLICATIONS OF THE APPLICANT BY THE THEME OF THE DISSERTATION

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- Kaltsouni, P. (2018). Teaching of the Literature course in the Unified Special Vocational High Schools and High Schools. *Modern Educational Methods conference*. Regional Directorate of primary and secondary education of Epirus. Arta 24-26, June 2018.
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INTRODUCTION

The modern globalized era, the rapid developments that it signals, the scientific and technological progress as well as the growing heterogeneity of societies can not leave the educational reality unaffected.

The main feature of today's school units is the multilevel diversity of the student population. For many countries a major issue is the fundamental right of all individuals to access education, but also to provide equal opportunities to achieve their socialization, their overall development and to learn effectively both students and teachers themselves. All of the above have aroused strong interdisciplinary and social interest in the characteristics and orientation that should be given to the educational systems and the organizations that make them up.

It is a major issue for the existence of inclusion to have certain conditions, such as the training of all stakeholders (parent-child-school) but also the appropriate infrastructure. Also very important is the role of the teacher who must apply the appropriate educational material that meets the specifics of each child.

The last decades have been marked by an attempt by the wider society to get rid of prejudices against people with disabilities. This effort has contributed to the formation of a philosophy that is being embraced by more and more educators, scientists, parents, which refers to the right of all people to accept and equal participation in learning and social goods, known as "inclusion".

One of the broader goals of integration is to create a school for all that will meet the special needs and capabilities of all students with and without special educational needs. The dimension of the term integration is not achieved by the simple coexistence of children with and without special educational needs (spatial integration). Functional integration begins in the classroom and depends on the use of effective strategies and practices by the teacher, so that children with special educational needs are actively involved in both academic and social learning.

The most essential part of choosing participatory education is shifting the responsibility of educating children with disabilities from special education teachers and special education staff or special education to general education teachers preparing for general education. The latter (general education teachers) are the ones who, in the end, are largely responsible for achieving the goals of participatory education. Therefore, in this new situation, their role, their skills and their general preparation and training take on a deeper and higher meaning.

The first efforts to educate children with disabilities historically coincided with the introduction of compulsory education in the early 20th century. Until then, children with severe disabilities were treated outside of general school in institutions, asylums, hospitals, which is why this period until the beginning of the 20th century was called the period of “institutionalization” (Center for Educational Research and Innovation, 1999).

With the introduction of compulsory education and the entry of a large number of students in the public school, the special needs of not only children with serious disabilities, but also children with mild problems emerged. Thus the student population in need of Special Education services increased and the framework was expanded. At the beginning of the 20th century, the influence of psychometric tests and the introduction of the medical model, which attempts to categorize children with special needs based on the determination of their normal and pathological behavior, had as a pedagogical consequence the creation of separate education and special classes for children with disabilities. These classes had the advantage of coexisting special and non-special children in the same area, however these programs were not systematically organized.

Around 1920, the sociological current of symbolic interaction developed, which significantly influences the formation of the physiognomy of special education (Bogdan & Ksander, 1980). According to this view, the individual, as a social being, shapes his behavior in relation to the expectations that others express towards him. Thus children with disabilities are not an existing group, but an expression of the way others think when categorized (Bogdan & Biklen, 1977). The influence of the current of symbolic

interaction together with the human rights movement in 1950 brought about changes in the philosophy of education. The principle of equal educational opportunities has become the focus of the efforts of both specialists and parents of children with special needs. Fighting for the elimination of racial and cultural discrimination, as well as groups of researchers working in the field of Special Education and promoting the idea that children have a role in shaping the principle of equal learning opportunities and non-discriminatory treatment of people with disabilities with special needs should be educated in a normal school environment together with their peers.

Thus the principles of "normalization" and the "non-restrictive environment", which referred to a framework for the education of the special child that is as close as possible to normal education, come to the fore. These principles were first formulated in the Nordic countries and later developed to a large extent in the USA. with the enactment of Law 94/142 of 1975. The influence of the principles of normalization and the non-restrictive environment resulted in the shift from the medical approach of children with special needs to pedagogy.

The shift from the medical approach of children with disabilities to pedagogy was sealed with the basic concept of integration established since the 1970s internationally. Its goal is the school and social integration and acceptance of disabled children. The term integration is generally used to describe all efforts to avoid the marginalization and isolation of the education of children with special needs (Tzouriadou, 1995). This process is about minimizing the differences and maximizing the interaction between children with special needs and children who do not have educational problems (OECD, 1995).

The principles of integration mainly concern specialized education and the provision of classified assistance to children, so that they can integrate, if possible, into general education. Integration involves variations in both organizational structure and process (OECD, 1995). The different theoretical approaches, the particular characteristics of each educational system, the choices and the priorities in the educational policy of each country, formed a variety of educational models, with which an attempt was made to

realize the goal of integration (Tzouriadou, 1995). Thus, in terms of organizational structure, the integration was implemented with a graded model, from full integration to the special school, at all levels. From restrictive to non-restrictive environment: a) general education class without support, b) general education class with in-class support, c) general education class with external support, d) general education class and special part-time class, e) Special class and general education class of part-time students, f) All-day special class, g) division of time between special and general school, h) special school.

In terms of process, integration was distinguished into: physical integration, terminology integration, social integration, administrative integration, curriculum integration, psychological integration (Kobi, 1983). The last three forms of integration, as described by Kobi - administrative integration, curriculum integration, and psychological integration - formed the basis of the transition from integration to inclusion. The principle of convergence focuses on expanding the school of general education to include all children. The shift from integration to convergence coincided with the change of focus of special education from medicine to the pedagogical-central model and from the approach to interventions in the child (integration) to the approach to interventions in the school itself and its programs (inclusion) (Tzouriadou, 2008).

Starting with the UNESCO Declaration of Salamaga, the issue of inclusion has been an international focal point in the development of policies and practices for the education of children with special educational needs, as part of the overall strategy adopted by the United Nations for everyone (Tzouriadou et al., 2004). This conference reaffirmed the right of all people to education, as defined by the Universal Declaration of Human Rights in 1948. The world community thus renewed its commitment to ensuring the right to education for all people regardless of individual and called on all states to take steps to ensure the education of people with disabilities as an integral part of their education system. The modern trend of Special Education is therefore to secure the right to education of all children and to establish schools, which include all children, understand their particularities, aid their learning and meet their individual needs. The

response of the schools to this new challenge, that is, to the satisfaction of different ways of learning and development of different curricula, presupposes the possibility of change and adaptation of the school itself.

As a result of all the above developments, we observe in recent decades an increase in the number of children with special needs attending all levels of education. Thus, more and more often, teachers of all levels deal with children with special needs, but without this meaning the proper preparation of the educational system for this. On the one hand the high demands of the learning process, the focus on knowledge and evaluation, the rigid and inelastic curricula and on the other hand the dominant social perceptions, which according to the theory of symbolic interaction influence the way we deal with People with special educational needs often lead to dead ends with negative consequences for the children themselves, their education and upbringing.

The values of a culture are not static. They change with the socio-economic-political conditions and follow the historical development. In society, certain stereotypes are created - social constructions that apply as social values and standards, which are mutated and modified according to the circumstances and needs. According to the theory of symbolic interaction, the definitions they describe, as well as the criteria that determine social constructions, should be considered as derivatives of the people, processes and societies in which they are formed (Bogdan, 1986). The social construction of disability does not go beyond this specific frame of reference. Disability is a condition that does not meet social standards and is therefore treated as a problem of social values. The attitude of non-disabled people towards disabled people can be interpreted at the level of the special values of a culture (Zoniou-Sideri, 1996). Especially in modern progressive society, where the notions of equal rights, equal treatment and equal opportunities for all citizens are at odds with the prejudices of the past.

The attitude of Greek society towards disability, people with special needs and their education is generally negative. Greek society does not yet seem ready or willing to accept, accept the difference and coexist with it (Tzouriadou et al., 1993). Perceptions of

disability are still attached to the medical-pathological model, which raises issues of charity, prejudice, ignorance, power, benevolent humanity (Zoniou-Sideri et al., 2004). In this context, many teachers have a cautious attitude towards the institution of integration and have confused perceptions about the institution and disability. So while on the one hand they believe that integration is necessary as a concept to promote the operation of the school and reduce stigma, on the other hand they believe that the separate special structures are important for the protection of these children. The meaning that teachers give to the disability and education of children with disabilities is influenced by the prevailing social and pedagogical perceptions on these issues, however there are other factors that influence the views of teachers on children with disabilities, such as their previous experience, their education, the type and severity of the disability of the children they have to deal with.

The study of teachers' views is a field of research of great interest as it starts from the assumption that these thoughts have, as a point, an impact on the actions and practices that teachers appear to apply during teaching. In other words, they affect the way they think and function in the classroom and consequently affect the learning of students.

Teachers' perceptions and views also influence the institution of integration. The implementation and success of integration depends on many factors, among which are the attitudes and perceptions of teachers. The success or failure of an innovation depends to a large extent on teachers, as their positive attitude and positive attitudes towards children with disabilities strengthen teachers' commitment to contribute to the implementation of these institutions and to encourage the implementation of eligible policies. of students with special educational needs to attend general classes (Avramidis & Norwich, 2002; Alghazo, Dodeen & Algaryouti, 2003; Soodak, Podell & Lehman, 1998). The need for their research is therefore obvious.

In view of the relevance of the research, the lack of systematic theoretical and methodological work in the scientific discourse of basic approaches to the soft integration of children with special educational needs into the inclusive space of the educational

institutioni, the topic of the dissertation research was determined: “**Integration of children with special educational needs into inclusive classes of general schools in Greece**”.

Connection of work with scientific programs, plans, topics. Dissertation research is related to scientific developments conducted at the Department of Special and Inclusive Education. The topic of the dissertation was approved at the meeting of the Academic Council of the Ternopil Volodymyr Hnatyuk National University Pedagogical University (protocol No 5 from 28 of December 2021 year).

The purpose of this research study is to examine the approaches and organization of integration process of children with special educational needs in inclusive classes of general schools in Greece and views of schools’ teachers around this process.

In accordance with the purpose of the study, the following tasks were formulated:

1. To characterize the approaches to understanding of inclusive education in Greece;
2. On the bases of literature review to highlight the main approaches to understanding the concept of “children/students with special educational needs”;
3. To analyze the process integration of children with special educational needs into the inclusive space of general schools in Greece;
4. To present and describe the model of co-teaching - parallel support – provided in general schools in Greece;
5. Design and conduct quantitative research on the study of teacher's views on integration of children with special educational needs in inclusive classes in general classes in Greece and provide recommendation for make this process soft.

Object of study: the process of integration of children with special educational needs in inclusive classes in Greece.

Subject of study: peculiarities of process of integration of children with special educational needs in inclusive classes in Greece.

To achieve the goal and solve the tasks, a complex of interrelated methods was used:

- theoretical - analysis, synthesis and systematization of scientific literature on the research problem - to determine the object, subject, goal and source base of the research, formulation of its tasks, clarification of the essence of key constructs and concepts, in particular «children/students with special educational needs», «inclusive education», «integration of children with special educational needs», «inclusive classes»; comparison, generalization and systematization of theoretical results in order to substantiate the peculiarities of implementation process of integration of children with special educational needs in inclusive classes in Greece;

- empirical - diagnostic (questionnaires to collect quantitative data).

To analyze the collected data, the statistical program SPSS was used, and more specifically its 2015 version. All the questions from the questionnaire were presented via frequencies, percentages and cumulative percentages, that were described in both tables and graphs. Also, in order to reply to the research questions the parametric t-test, the non-parametric Kruskal-Wallis and the Pearson coefficient were used.

Experimental research base. The research work is done in secondary schools in Greece. The sample of the thesis is consisted of 150 special education teachers, all of them being females. Also, the majority of them are from 36 to 50 years old and work in the special education field up to 5 years. Also, most of the participants seem to have a master degree.

The scientific novelty of the obtained results is that:

- for the first time the research has been done to investigate the teachers perceptions on managing of: integration of children with special educational needs into inclusive classes in Greece; various factors that affect the effectiveness of daily activities aimed at creating a classroom climate (eg expectations about the behavior of students with special educational needs, cooperation with the parents of these students and so on); needs of children with special educational needs in an inclusive classroom of general schools;

integration, co-teaching and cooperation of staff and all school departments to contribute to the social development of the children with special educational need to make studying and integrated process more soft. The changes were proposed in order to integrate more effectively children with special educational needs in inclusive classes of general schools;

- it is highlighted the secondary school teacher's perceptions about integration of children with special educational needs in inclusive classes of general schools in Greece; the work of specially organized and staffed integration departments (institution of parallel support and co-teaching), which operate in general schools for children with special educational needs to study in and programs they work with; models and forms of school integration of children with special educational needs, teaching approaches to building of effective educating process of children with special educational needs in inclusive classes of general schools;

- the concept “children with special educational needs”, “integration of children with special educational needs” has been clarified, which is concerned with the importance of functional integration for children with special educational needs to all their classmates, in general schools and integration departments;

- further development gained knowledge about history of inclusive education development in Greece, organization of process of integration of children with special educational needs in educational system, levels and models of this process in different time.

The practical significance of the study. The developed author's questionnaire can be used as a diagnostic tool for research of teacher's perceptions about integration of children with special educational needs in inclusive classes of general schools.

Recommendations provided in the papers on improving the educational space for teaching children with special educational needs more effectively and training teachers to work with this category of children should be taken into account when organizing inclusive classes in general schools.

The obtained results can be used:

in research activities: for further scientific development of the problem of organizing an effective process of integration of children with special educational needs into the system of general education and training teachers to work in inclusive classes; carrying out appropriate research on the assessment of the quality of education of children with special educational needs in inclusive education;

in the educational process: implementation of effective approaches to the organization of an inclusive educational space for children with special educational needs in educational institutions; improvement of educational programs of specialty 016 “Special education”; professional development of teachers of inclusive classes; integration of individual modules into programs for the formation of inclusive competence of teaching staff and management of educational institutions.

The theoretical significance of the study. The theoretical and methodological basis and approaches to the organization of the process of integration of children with special educational needs into inclusive school classes are justified.

The idea of the specifics of the organization of the system of inclusive education in Greece has been expanded. The available approaches and strategies for teaching children with special needs, cooperation and coordination of structural subdivisions of educational institutions for the effectiveness of this process have been systematized and clarified.

Personal contribution of the acquirer. Dissertation is an independent scientific work in which the ideas and developments of the author are presented with the aim of fulfilling the purpose and tasks of research, solving a scientific problem. The main results of the dissertation were obtained by the author independently.

The ideas of other authors or co-authors, which are mentioned in the research, have proper references and are used for the purpose of strengthening the scientific provisions of the acquisition.

Approbation of research results. The main results of the research were discussed and approved at domestic and international scientific and practical conferences: “*Language, Society and Identity conference*. Regional Directorate of primary and

secondary education of Epirus” (Ioannina, 18-20, June 2017), “*Modern Educational Methods conference*. Regional Directorate of primary and secondary education of Epirus” (Arta, 24-26, June 2018), “*In Proceedings of 7th International conference for the promotion of Educational Innovation*. EEPEK, University of Thesalia” (Larissa, 15-17 October 2021), “*In Proceedings of 32nd International Conference Humanities and Social Sciences "Intercultural Education and Greek as a second or foreign language-Evaluation, Administration, Curricula, Teaching Material* ». The Institute of Culture, Democracy and Education” (Patras, 22-24 October 2021), “*In Proceedings of 8th International conference for the promotion of Educational Innovation*. EEPEK, University of Thesalia”. (Larissa, 14-16 October 2022).

Publications. The main content of the work is covered in 7 publications (including: 1 article in a periodical scientific publication indexed by the Web of Science scientometric database; 3 articles in specialized scientific publications approved by the Ministry of Education and Science of Ukraine; 3 article in a periodical scientific publication that is part of the Organization for Economic Cooperation and Development and/or the European Union) and 7 theses in collections of scientific works and materials of international and Ukrainian scientific and practical conferences.

The structure and scope of the dissertation. The work consists of an introduction, three chapters, conclusions, a list of literature and appendices. The list of used sources contains 376 titles, all of them are in English. The total volume of the thesis is 249 pages. The main content of the dissertation is laid out on 210 pages. The work contains: 39 tables, 41 figures, 1 appendix.

CHAPTER 1

INCLUSIVE AND SPECIAL EDUCATION: APPROACHES TO UNDERSTANDING

1.1. The inclusive education of children with special educational needs

The history of people with disabilities and their education has gone through various stages of change based on the social perceptions of each era and each society; however the most distinct stages could be summarized in four:

a) the stage of institutionalization (Center for Educational Research and Innovation, 1999).

b) the stage of normalization, the transition from the restrictive to the non-restrictive environment and the focus on the problems and needs of children

(c) the stage of integration, of maximizing the interaction between children with disabilities and normal developing children; and

d) the stage of integration, of the differentiation of the school, in order to include all the children (Tzouriadou, 1995; Tzouriadou, 2008).

The first attempts to educate children with special needs are found around 1700, where the views of Rousseau, Locke and Pestalozzi had a significant influence on the education of children. The child began to be considered an “unwritten map that can be affected by a variety of stimuli” and this view gave impetus to the study of child development and the importance of childhood (Tzouriadou, 1995).

The first educational efforts concerned children with hearing disorders, living in institutions. Dalgarno in 1680 published one of the most important books on the education of deaf children, where he argued that deaf children have the same learning abilities as the hearing. He also introduced new teaching methods that were used by later educators. The first internal school for deaf children was established in 1767 in Britain (Tzouriadou, 1995).

The education of blind children was also fundamental, beginning in France with Hauy, a philanthropist who founded a National Institute for Blind Youth. The first special school for the blind was founded in 1829 in Massachusetts. An important milestone in the education of blind students were the reading and writing systems developed by Hauy and the Braille system developed by the Louis Braille blind student and used to this day (Tzouriadou, 1995).

At the end of the 18th century, the study of the physiological and pathological behavior of the child begins and interest develops in the subject of mental retardation and the education of children with mental retardation. Itard and Seguin's studies on child cognitive development make a significant contribution to this. These researchers emphasize the treatment of personality as a whole, the individualization of teaching, the beginning of teaching from the point of development of the child, the importance of student-teacher interaction. Many of the views of Itard and Seguin were incorporated into the Montessori Method and found worldwide acceptance. The first attempt to enroll mentally retarded children in school was made in 1839 in the USA and the first public school with a special class for children with mental retardation was made in Germany in 1859 (Tzouriadou, 1995).

Children with emotional disorders, due to the difficulty of diagnosing and classifying them, were placed in school contexts with other types of disabilities. The first special classes for these children were founded in the late 19th century. In 1871 a class for children with "behavioral disorders" was founded and in 1874 a class for maladapted children was founded in the USA. In 1896 Witner created the first psychological clinic for children and focused on their psychological and pedagogical problems, through the expansion of sensory strategies, while in 1909 the first medical pedagogical clinic was created that focuses on the internalized problems of children (Tzouriadou, 1995).

From the above we find that the first efforts of education and care of disabled children were considered the sole responsibility of the community and financial

assistance to disadvantaged children came only from private initiatives. The role of individuals and charities was to protect children from exploitation and to provide services that the public education system was unable to provide. These organizations played a catalytic role in the establishment of special schools and at the same time in the placement of children with disabilities in asylums, institutions and hospitals. This tendency to confine children with disabilities to institutions and isolate them from public education lasted for many years until the beginning of the 20th century. This period was called the period of “institutionalization” (Center for Educational Research and Innovation, 1999). Thus, a binary education system was consolidated, with the result that the general school is addressed to the majority of students, while the special to those children who had different needs and abilities from their chronological age (Smith et al., 2001).

At the beginning of the 20th century, the institution of compulsory education was established. With the introduction of compulsory education and the entry of a large number of students in the public school, the special needs of not only children with serious disabilities, but also children with mild problems emerged. Thus the student population in need of Special Education services increased and the framework was expanded. In 1904, at the behest of the French Ministry of Education, Alfred Binet began research, which led to the creation of intelligence tests. At the same time, a trend developed in the field of child psychology, which prevailed in the international scientific field, which had as its central axis the study of individual differences and the various psychometric methods. Thus were created, developed and massively invaded the educational space, the intelligence tests.

The effect of psychometric tests and the introduction of the medical model, which attempted to categorize children with disabilities based on the determination of their normal and pathological behavior, had as pedagogical consequence the creation of separate education and special classes for children with disabilities. These developments led to the selection, exclusion and marginalization of those children, who according to

the tests were not able to attend general education, while the special classes, although they had the advantage of coexistence of special and non-special children in the same area, however they did not have properly designed programs.

The medical model was a product of the 19th century and interpreted disability as a disease that can be treated. Due to the fact that some disabilities had a medical origin, people with disabilities hoped that with the help of medical science, the problems of disability would be eliminated. Society did not realize its responsibility to the disabled at all because it attributed the problems to individual characteristics and believed that they would disappear when the disability was cured. The focus was not on the child himself but on his "disability". Disability was considered a defect that could be corrected by "specialists" in rehabilitation services (Lindsay, 2003). A basic claim of the medical model was that special needs / disability is the result of harm and therefore a personal tragedy, an individual problem.

Around 1920, the sociological current of symbolic interaction developed, according to which the individual, as a social being, shapes his behavior in relation to the expectations that others express towards him. According to this theory, children with disabilities do not exist as a group, but are an expression of how people think about others when they are categorized. Disability, then, is a specific way of thinking, acting and reacting and therefore its definition is different when the way of thinking changes. This current had a significant effect on shaping the physiognomy of special education (Bogdan & Ksander, 1980).

Attitudes towards the placement of children in special schools changed radically in the late 1950s, as the placement of people with disabilities in institutions began to be strongly challenged by educational circles. In the 1960s we have a period of questioning and criticizing the special education provided to children with disabilities, as many people realize that discrimination against children with disabilities does not promote education. The great mobilizations for the human and political rights of various social groups and minorities contributed to this shift. Thus, the services provided until then to

children with special needs are gradually being called into question, while at the same time the demand for a fair, flexible and equal education for all children is being expressed (Tzouriadou et al., 2001).

Another factor that contributed to the effort to recognize and secure the rights of children with disabilities was also the organizations of parents, which make their presence more intense and assertive. They are actively involved in decision-making within the school and suggest the creation of legislation that will allow the better treatment of their children at the educational and social level. Parents' organizations are also assisted by teams of researchers working in the field of Special Education and promoting the idea that children with disabilities should be educated in a normal school environment together with their peers (Smith et al., 2001).

So both the view of symbolic interaction and the strong questioning of the status quo have led to the adoption of the practice of "normalization" and the beginning of the "least restrictive environment", which originally developed in the Nordic countries, where People with disabilities were treated in an exemplary manner and was institutionally expressed in Law 94/142 of 1975 in the USA. The principle of "normalization" came mainly from the science of psychology and was based on the view that children with disabilities should be placed - as far as possible - in a normal school environment with their peers and integrated into the wider social fabric (Tzouriadou, 1995). Educating children with disabilities in a less restrictive environment presupposes that these children can be educated with their peers in the same classroom as much as possible, depending on their abilities (Smith et al., 2001).

The principles of normalization promoted the idea that opportunities for education and socialization of people with disabilities should be as close as possible to those of other children. In addition, normalization described the modern trends in dealing with the problems of people with disabilities and aimed at achieving the most substantial coexistence of people with and without disabilities. However, the negative was that he did not recognize the necessity and diversity of people (Zoniou-Sideri,

1996). And this view was based on the medical model, as from the point of view of integration what mattered was whether the child was good enough for school. If it was not, then some measures would have to be taken to make up for the child's deficit, so that it would be sufficient to meet the expectations of the school or the education system. In the field of educational benefits, this approach finds its expression in separate groups or in special classes and where this is not possible the final solution is the referral to special schools (Wolfendale, 1997).

Since the 1970s, attempts have been made to shift from the medical approach of children with disabilities to pedagogy. The medical model, which considers disability as a personal tragedy, as an anomaly or as a disease that can be cured, becomes the subject of intense criticism. This new perspective is sealed by the perception of integration, aiming at social inclusion and acceptance (Tzouriadou, 1995).

The debate over the inclusion of people with disabilities in education dates back to the 1980s, when the European Union made it a priority to promote school inclusion, taking seriously the Warnock Report, published in Britain in 1974 by the Warnock Commission. According to this report, children cannot be categorized solely on the basis of their inadequacy or intelligence. The petitions are incorporated into the relevant UK legislation in 1981, 1988 and 1993, which introduces the term "children with special educational needs", according to which a child is considered to have special educational needs when due to schooling -learning difficulty, requires special educational care, designed to meet his personal needs (Tzouriadou, 1995). According to the philosophy of the laws passed, children with special educational needs should be provided with appropriate public education, in the least restrictive environment possible. Therefore the school environment for children with special needs should be the same or similar to that of other children.

This policy of integration, however, as it is expressed, aims at the transition of the student from the specialist to the general educational context. It therefore focuses on both the student and the necessary adjustments required according to his / her

disabilities, so that he / she can meet the learning and social requirements of the school environment (Thomas et al., 1998). The emphasis is on the possibilities of adaptation of the child, and the curriculum, but also on the process of maximizing the interaction between disabled and non-disabled students (Tzouriadou et al., 2004; Tzouriadou, 2008). The principles of integration mainly concern specialized education and the provision of classified assistance to children, so that they can integrate, if possible, into general education. Integration involves variations in both organizational structure and process (OECD, 1995). In terms of process, according to Kobi, integration is divided into the following levels (Kobi, 1983):

(a) physical integration, which refers to the simple placement of a child with a disability in the general education class, with technical arrangements so as to facilitate contact between normal and abnormal children,

b) integration at the level of terminology. In this case, "labels" and discreet terms are not used, which could stigmatize the child,

c) social inclusion. Continuous and systematic contacts between students with and without disabilities, in order to maximize the interaction,

d) administrative integration, integration of the framework of general and special education with different sub-arrangements in the level of support of students with disabilities,

e) integration of curricula. In this case, the same objectives are applied in the context of the curriculum for all students,

f) psychological integration. All students are trained in the same class at the same time with the same program.

Meijer & Pijl, limit the levels of integration to three (Meijer & Pijl, 1994):

a) simple physical coexistence without social relations (physical integration),

b) social integration, which presupposes social relations of the disabled child with his classmates;

c) the integration at the level of a curricular integration (curricular integration) where the child has the opportunity to participate in all the activities of the learning process of his classroom, responding to the basic rules of behavior that govern the operation of the classroom.

The occasional reservations about integration focused on the fact that in this model, social integration is superior to integration at the learning curriculum level. It is easier to create opportunities for social contact between students with disabilities and their peers in school, than to have all children taught together in the same classroom and with the same teacher. Of course, social integration, although valuable, is not the ultimate goal of the integration process. The ultimate goal of school integration is for all students to be members of a - and not different - group of students at the classroom level (Meijer & Pijl, 1994).

Finally, the different theoretical approaches, the particular characteristics of each educational system, the choices and priorities in the educational policy of each country, formed a variety of educational models, with which an attempt was made to achieve the goal of integration. In this effort, emphasis was placed on administrative and financial regulations for the formation of new organizational structures and the integration of special and regular education in a unified educational system (Tzouriadou, 1995).

In terms of organizational structure, the integration was implemented with a graded model, from full integration to the special school, at all levels. From the restrictive, non-restrictive environment established by U.S. special education law (Hegarty, Pocklington & Loucas, 1981):

- a) general education class without support,
- b) general education class with support in the classroom,
- c) general education class with external support,
- d) general education class and special part-time class,
- e) special class and general education class of part-time students,
- f) all-day special class,

- g) division of time between special and general school,
- h) special school.

This orientation influenced the meaning formed for integration within the educational community (Tzouriadou et al., 2004). Addressing the stigmatization and marginalization of students with disabilities, which was the main issue of the goal of integration, was linked to the organizational characteristics of the models applied. The content and character of the daily pedagogical practice within the school, the relationships and the actions that the school team develops were left on the sidelines. The notion of integration, however, without its essential content remained meaningless. The child and his problems were "lost". The absence of pedagogical content and criteria in the policy of integration was attempted to be covered by a climate of charity, which worsens instead of resolving stigma and marginalization (Tzouriadou & Barbas, 2000).

According to the logic of integration, the question is: "is the school or the education system good enough for the child?" Where the answer is no, measures should be taken to compensate for the shortcomings of the school and the education system. In the field of educational benefits, this approach is reflected in complementary help and classroom support (Wolfendale, 1997). According to this view, the regular education and the curriculum adopted can offer equal access opportunities to all, if some additional measures are taken to remedy or compensate for any "deficiencies" that prevent access. Where these measures are unsuccessful, then "special education" is presented as an alternative (Oliver, 1992).

The implementation of integration in the various countries, based on the above forms, showed that there are many problems in its implementation and therefore it was considered necessary to review the entire education system and curriculum (Meijer, Pijl, & Hegarty, 1995). The last three forms of integration, as described by Kobi - administrative integration, curriculum integration and psychological integration - formed the basis of the shift from integration to inclusion, ie the expansion of the school of general education, so that to include all children. This shift coincided with the change

of focus of special education from medical to pedagogical-central model and from the approach of interventions to the child (integration) to the approach of interventions in the school itself and its programs (inclusion) (Tzouriadou, 2008).

Starting with the UNESCO Declaration of Salamanca, the issue of inclusion has been an international focal point in the development of policies and practices for the education of children with special educational needs, as part of the overall strategy adopted by the United Nations for everyone (Tzouriadou et al., 2004). Our country, along with 91 other governments, participated in this world conference on special education. All governments have co-signed the declaration of the same name, which states in Article 2 of Declaration of Salamanca (UNESCO, 1994):

- ✓ Every child has a fundamental right to education and must be given the opportunity to acquire and maintain a competent level of learning.

- ✓ Every child is unique in terms of characteristics, interests, abilities and learning needs.

- ✓ The planned education systems and programs should take into account the range of discrepancies between these characteristics and needs.

- ✓ Those with special educational needs should have access to the "general" schools, which should educate them in a child-centered pedagogy, able to meet these needs.

- ✓ General schools oriented to respect the principle of equality are the most effective means of combating discrimination, creating communities that respect diversity and thus achieve "Education for All" even more.

After the proclamation of Salamanca (1994), the Code of Practice for Special Education (Code of Practice, DfE, 1994) emerged, which states that: "All children should be educated together, regardless of any difficulties or differences that may arise." to have with each other. Integration schools must meet the diverse needs of their students, using different learning methods and rhythms and ensure quality education for all, implementing appropriate curricula, organizational arrangements, teaching

strategies. They must also use the available resources and work with the communities to which they belong” (UNESCO, 1994).

According to Tzouriadou (2008), in integration in the form of convergence we observe two different models:

- One model requires differentiation and reform of the structures of general education, so that they can include a child with different educational needs, so that they are met (Dyson, 2000).

- The second model argues that a student with special educational needs, regardless of their grade and type, should be educated in a general education class, with children of his age, where he will attend exactly the same program as his classmates. and at the same time there will be its full social acceptance (Bailey, 1998).

A common feature of the different approaches seems to be that they refer to the school institution, i.e. the degree to which the school accepts a student with special needs as a full member of the school team and evaluates him / her according to his/her contribution to it (Thomas et al, 1998). Finally, the integration concerns the way in which the identity of the member of the class group is structured for the child with special educational needs. The goal of convergence is integration, while the implementation of convergence as an institution is the means to achieve it. Thus, while integration refers to the child's ability to adapt to school requirements (eg a common curriculum) and to additional school-level modifications that would help the "special" child to integrate, convergence refers to drastic changes through whose school will embrace all students (Thomas et al., 1998).

The response of the schools to this new challenge, that is, to the satisfaction of different ways of learning and development of different curricula, presupposes the possibility of change and adaptation of the school itself. Due to the magnitude of the changes required in schools but also the dilemmas that arise and need to be resolved, many researchers argue that three categories of features that could facilitate the

integration policy convergence process should be considered (Tzouriadou, 2008), which refer to:

➤ In the technology of convergence. By this is meant that inclusive schools must develop a range of systems, structures and practices that will enable teachers with the appropriate support and expertise to teach different students within the same classroom (Lipsky & Gartner, 1997).

➤ In the ability to solve problems. Many researchers argue that the most important feature of integration lies not so much in the problem-solving technique, but in the ability of teachers to solve pedagogical problems arising on their own due to student inhomogeneity through group building (Ainscow, 1997)

➤ Political commitment, without which schools cannot move towards convergence policy. That is, schools and teachers must embrace the principles of convergence despite the obstacles that come from the various interests of the education system (Ballard, 1995).

Related to the characteristics of schools is the type of support required. It is argued that there are two types of support, the enabling and the catalytic (Tzouriadou, 2008). The possible support aims to create an environment ideal for convergence and inclusive education, which can result from resources, staff and degree of specialization, so that the school can function effectively (Dyson, 2000). Catalytic support is provided through interventions in schools, which aim to create and develop better accession conditions. This type of support depends on which category of features is considered appropriate by those who make the intervention, namely technology, problem-solving ability and political commitment.

According to the concept of convergence at least based on its original exponents (Stainback & Stainback, 1990; Fuchs & Fuchs, 1994), separate special education should be abolished and all children with disabilities should be taught in general education. This means that general education should redefine its goals, it should limit the emphasis on the academic progress of children only, and it should change the curricula and

emphasize the social relations between students. Disability should be considered by the school as a feature of human existence.

In the scientific community and among the teachers of Special Education there is an intense discussion on the issue of inclusive education. Many researchers, however, knowing the inability of the education system to provide the necessary conditions for the full integration of students with disabilities in the common schools of their neighborhood and fearing that the achievements and benefits will be lost, have expressed their reservations about this institution (Cole and Meyer, 1991; Bunch, 1994; Moores, 1996). Especially for some categories of students with special needs, such as deaf students, the reservations of the experts for their full integration into common classes with hearing students are strong (Kyle, 1993; Stinson and Lang, 1994; McCartney, 1994; Lampropoulou, 1995). These experts argue that the glamor of the idea of convergence and full integration has led many to base their views on this institution on emotional and theoretical foundations rather than empirical data (Yell, 1995). However, the concept of securing the means for real coexistence, the concept of educational and social participation and respect for diversity is widely accepted by the industry internationally.

1.2. The integration of children with special educational needs and factors that make this process successful

The inclusion of children with special educational needs in general schools has been the subject of debate around the world in recent decades. It is a process that aims to create a school suitable for all students, in which the difference in perceptions and lifestyle of each child will be accepted (Zoniou - Sideri, 1998). However, if we look back a few years, we would be faced with issues of intense racism, but also feelings of shame and guilt. They were and sometimes continue to be the cause of the social stigma

of their family, as well as the pole of attraction of strange comments or even pity, on the part of their "normal" fellow human beings (Vlachou - Balafouti & Zoniou - Sideri, 2000).

The image began to become visible during the 20th century, when developments in the sciences of psychology, sociology and pedagogy put every child - regardless of mental, physical and emotional development - at the center of social becoming. Thus, for the first time, the most discussed issue in politics, but also in every school of general education, especially in foreign countries, is the integration of "disabled" people in all their fellow human beings with formal development.

The modern trend of Pedagogy is now based on the principles of co-education of children with and without special needs, as well as the creation of a "school for all", where all children will be educated and will not be distinguished from each other due to mental, linguistic, physical or their emotional specificity. Children with some disabilities are no longer characterized as "disabled" or "sick" as was customary in the past but as "children with special educational needs" (Zoniou-Sideri, 1998).

As Vislie (2003) and Ballard (1995) argue, inclusion in education describes the process by which a school seeks to meet the needs of students as individuals by reviewing and restructuring its curriculum. Several studies show that children with special educational needs can progress to a general school as long as the necessary differentiation is made in their curricula and their way of teaching (Manset & Semmel, 1997). In addition, Hegarty (1993) concludes that children attending special schools do not show greater academic and social progress than children with special educational needs attending general schools.

Therefore, attending general schools seems to benefit both these children and their peers of formal development as they daily recognize the needs of these children and form a positive attitude towards disability (Sebba & Ainscow, 1996). It is clear that the more complete and comprehensive the investigation of the perceptions and attitudes of children of typical development about their classmates with disabilities, the more

representative is the image we have of their attitude towards children with disabilities in general and the factors that they shape it. However, although education can be particularly effective in the field of special education, research findings show that children with special educational needs may experience rejection and bullying in general schools not only by their classmates but also by teaching staff (Thompson, Whitney, & Smith, 1994; Mayberry & Lazarus, 2002).

In short, an integration program to be considered successful must activate the academic and social integration of children with special educational needs in a group of peers and socially adequate children of typical development.

However, the problems persist and mainly focus on the exact definition of integration. In the education system, the term inclusion is often alternated with the term integration in order to describe the education of students with special educational needs with typical students in the general school (Draper, Aleknavicious, & Crooks, 1998). The common feature of the two definitions is that they support coexistence at the educational and social level for people with or without disabilities. The integration excels from the fact that it maintains the characteristics of the team while the integration does not project them so strongly (Zoniou - Sideri, 1998). This fact, the multitude of definitions, through which the definition of integration has passed, also highlights its complexity. According to Florian (1998) there have been various definitions from time to time to convey the concept of integration. There were definitions that placed particular emphasis on the fact that integration initially promotes interactions between children, as it values all children as active members of the school team and secondly addresses all those necessary organizational arrangements that should take place in the school space, so that learning does not exclude any student.

Integration in particular does not seem to accept the concept of assimilation, but to consider each child as a functional member who actively participates in a school environment, in all activities and in a constantly changing classroom environment, in terms of the quality of his / her practices, to emphasize the child's abilities and not only

aim at the coexistence of students with and without educational needs in common school contexts, but also to provide incentives for the formation of their interpersonal relationships (social inclusion) (Odom, 2000). It is that process that appropriately shapes the Curriculum to meet the needs of all students with the ultimate goal of avoiding the separation of students with special educational needs from their classmates with typical development (Florian, 1998).

The placement of children with special educational needs in general schools can be done in various ways in the context of integration. These range from partial to full integration. The main models of school integration are the following:

a) integration in special schools that are co-located in the same school complex as the general schools, in which children with special educational needs are the largest percentage of the day in the special school classroom,

b) integration of the child in the regular class for a few hours of the week,

c) the integration of the child in the regular class for most of the school day, where all children are considered members of the class,

d) the full integration of the child with special educational needs in the regular class, with the provision of supportive assistance from a specialist scientist or team (psychologists, school counselors),

e) the child's inclusion in the regular classroom with the assistance of a special educator (special educator), ie co-teaching (Polychronopoulou, 2003). This assistance provided by the specialist staff in the integration departments can cover some and / or all courses depending on the needs of the student.

Integration is divided into three forms in terms of its content: spatial, social and functional (Zoniou - Sideri, 1998). The term spatial integration refers to those cases where children with and without special educational needs attend the same school space but in different buildings and their contact is almost non-existent. Social inclusion aims to develop social interactions between all children not in the classroom but at school events (eg breaks, celebrations and excursions). The last form, the functional integration

excludes any discrimination and integrates the child in the regular classroom by activating his participation in educational and social activities while he is provided with the appropriate supportive help (by a special educator or teacher of general education). We conclude that the form of functional integration offers services to both students with simple and students with serious and multiple special educational needs. The purpose of functional integration is to lead students to cognitive and social development, so that they function as active members not only in the school but also in society as a whole.

Taking into account the multiple definitions of integration, we should note that in the context of this dissertation we will be concerned with the importance of functional integration for children with special educational needs, to all their classmates, in general schools and integration departments. This form of integration can not be understood in a school context that is distinguished by: lack of support services, traditional teaching methods, inappropriate space construction (Kochhar, West & Taymans, 2000). As much as integration is something desired by all teachers, so is the need to find methods and practices through which it can be successfully completed.

The teacher, in his effort to meet the needs of all children, needs to use a variety of teaching approaches in order to be effective in educating his students. The teaching approaches that will be chosen should promote active learning, encourage collaboration between students, cultivate critical thinking and provide incentives for participation in the learning process (Ainscow, 1997). A necessary condition for carrying out the work of teachers is the provision of material assistance (Arbeiter & Hartley, 2002). The need for more classes and teaching aids is considered urgent. The appropriate equipment for students with special educational needs would favor their smooth integration: accessibility to the school, suitable seats, appropriate teaching material adapted to the needs of the child.

Rose (2001) research examines the views of primary school teachers regarding the situations that must prevail for the smooth integration of students with special educational needs. In terms of classroom support, it was argued by both groups

(teachers and principals) that the inclusion of a student from the general to the special school is more likely to be achieved if the child is accompanied by support staff. The principals agreed on this, emphasizing the fact that the contribution of the support staff is necessary as if the teacher dedicates more time to the special student he will neglect the rest. Teachers also focus on an ideal environment for children with special educational needs, without exclusions (Proctor & Niemeiert, 2001). They emphasize that their priority is the child (children first) and whatever they want to implement for this primary goal will be to meet his needs. The provision of assistance to the general class teacher by the special educator also plays an important role (Avramidis & Norwich, 2002). This relationship should be characterized by cooperation and mutual respect. All specialties (teachers, school principal, psychologist, social worker) that exist within a school with students with special educational needs should form a functional group. The interdisciplinary staff of an inclusive school is called upon to develop cooperative relations with the parents of children with special educational needs, especially in the context of the individualized educational program of the child (Vlachou, 2006). This is because parents are the first to know their child's growth rate, what is important to him and what his abilities are.

In addition, it is necessary to have a curriculum that will be addressed to all students in the class and will recognize the differentiated opportunities and learning needs of each child individually regardless of the educational context in which he is (Rose, 1998).

In summary, the factors mentioned that favor the integration process are: collaborative teaching, support from society, the provision of appropriate specialist teaching staff, the use of effective teaching strategies, the participation of children in teaching, the inclusion staff to always be available, working well with the parents of the children and setting individual goals for each child's special abilities (Gibb et al., 2007). All these conditions for the promotion of integration mentioned so far are the necessary elements that motivate participation in the learning process to all students. These

conditions also enable children with severe disabilities attending special schools to go to general (Rose, 1998). However, many argue that general schools are not the most suitable to accommodate students with special educational needs due to the many shortcomings and obstacles mentioned in the next section.

Most schools in their current form are unsuitable to receive students with disabilities (Zoniou - Sideri, 1996). The research reported above by Gibb et al. (2007) also collected the factors that are an obstacle to the smooth implementation of integration. According to the findings, these factors are: inappropriate teaching strategies, lack of socialization of the student, low academic ability of children, diversity of staff views on inclusion, stress on the part of parents of students with special educational needs. Furthermore, the general education teachers claimed that the successful integration will take place only if the child participates in the regular curriculum, while the staff of the special school did not emphasize this. The teacher's negative attitude towards integration is an obstacle to the student's successful integration. This denial may have to do with the new roles that the implementation of integration entails (Padeliadu & Lampropoulou, 1997).

An important finding is that children who have been taught by teachers with positive attitudes toward inclusion have been found to have significantly higher academic levels than children who have been taught by teachers with less positive attitudes towards education (Monsen & Frederickson, 2004). This understanding is particularly important as it will enable us to assess how and in what direction to intervene and strengthen the participation, interaction and development of meaningful relationships between children in the classroom, improving school integration and social acceptance of children with special educational needs. Another obstacle is the lack of cooperation between special and general teachers in the general class and the lack of knowledge of the latter (Vlachou, 2006). The ineffective implementation of the integration is due to the large groups of children, the lack of staff, the lack of training of teachers in matters of special pedagogy and inclusive education in the general school.

The above are obstacles for the successful integration of children with special needs and create situations that make it difficult for all children to attend. Attending general school is mentioned as an alternative in case the parents consciously give up securing a place in the special school or in cases where they can do it alone in a larger group (Zoniou - Sideri, 1996).

The school integration of children with special educational needs is a precondition for the smooth integration of these children in society. The role of the school is to educate all children taking into account their particular skills and personality, so as to promote their development: learning, psychological and social. Positive research results have from time to time highlighted the importance of integration into the social development of the child with special educational needs, as they state that:

a) it is a process that provides many opportunities for social interaction of children with and without special educational needs, something that can not be achieved if they are in separate educational contexts (Jenkins, Speltz & Odom, 1989),

b) significantly improves the social development and behavior of children with special educational needs (Kalambouka et al., 2007),

c) gives the opportunity for students with special educational needs to be active members of the curriculum as it promotes the cultivation of academic and social skills (Coster & Haltiwanger, 2004),

d) enhances the participation of people with special educational needs and in other contexts of meeting them fellow human beings of typical development (Coster & Haltiwanger, 2004) and

e) creates a positive attitude in typically developing children towards disability and the disabled person (Odom, 2002).

The necessity of the practice of integration lies in the fact that children with special educational needs go from dependence to independence, form their personal

identity and expand the values, attitudes and social standards that govern the social system in which they operate and live.

However, there are those who express strong concerns and concerns about the inclusion programs, as they claim that more time and attention is devoted to children with special educational needs, resulting in neglect of other students (Heflin & Bullock, 1999). In order to achieve the social development of children with special educational needs, the role of the school and especially of the special educator becomes essential. But beyond the integration efforts of special educators, an important factor in enhancing the social interaction of the students attending the integration department is the type of program that is followed and the extent to which it provides for social development activities. However, the effectiveness of such intervention programs, with social orientation, requires their start from the first school years.

1.3. The social construction of disability and special educational needs

As a result of all the above developments described in the previous chapter, we observe in recent decades an increase in the number of children with special needs attending all levels of education. Thus, more and more often, teachers of all levels deal with children with special needs, but without this meaning the proper preparation of the educational system for this. The increased demand for the education of children with special needs, on the one hand, and the weakness or inadequacy of the education system, on the other, often lead to deadlocks with negative consequences for the children themselves, their education and their formation. In this context, many teachers treat children with special needs with reservations and even negatives. They consider their education as an additional problem, which they are called upon to solve on their

own, without having the appropriate infrastructure or the necessary qualifications (Tzouriadou & Germanos, 1992; Panteliadou & Patsiodimou, 2000).

When asked what a school is, there are many and varied views and theories, starting with the analysis of the common use of the term, making phenomenological, historical and anthropological analyzes and finally examining the school from a sociological or pedagogical point of view. Depending on the approach of the phenomenon, the aims of the school and its mission in general are determined differently. Essentially, the theories that have been developed revolve around these two axes, society and the individual (Konstantinou, 2000).

The theories related to the first axis are the sociocentric ones and consider the school as a social creation and recipient of the social "mandate", which must meet certain conditions. In other words, to develop in students the abilities and skills and in general the knowledge and qualifications required by the various social sectors (eg the employment system) and therefore to contribute to the safeguarding and reproduction of a social status. The theories related to the second axis are the individual-centered theories and consider that the highest purpose of the school is the development of autonomous and creative individuals and the overall formation of the individual's personality. For this reason, the school forms the corresponding conditions that are closest to the cognitive, mental and emotional needs of the student, but also to his interests. But such goals are unrealistic and unrealistic, especially in today's societies, which require specialized knowledge and high returns from individuals.

The difficulty of finding a common component between the two directions reveals the complexity of implementing this dynamic institution. However, the school is still a social, but also a pedagogical organization. In this sense, the school on the one hand is a social creation, which expresses and reflects to a large extent the society that creates it and on the other hand addresses children and young people and contributes to the development and shaping of their personality. The school therefore has as its central point of reference the developing individual and as the central point of articulation the

social system to which it belongs institutionally and functionally. This means that the processes of education, teaching and socialization must be linked to the values, knowledge, skills, abilities and expectations that function as basic preconditions for securing and promoting the socio-cultural system.

The school is socially empowered and legitimized to design and implement goals aimed at developing the student's abilities on a cognitive, mental and emotional level. Theoretically, the school contributes to the promotion of learning and the achievement of its didactic, pedagogical and social goals, but in reality, the in-school and out-of-school reality is different. Decisions related to education are basically political, as they are the result of government planning and choices and accordingly strengthen or perpetuate existing social inequalities (Barton, 2004). In most countries, formal education acts as a control mechanism for access to and entry into the dominant social strata, higher education or professions of high social value. Thus low performance in education leads to low professional and social status due to personal failure of the individual (Harber & Davies, 1997).

School failure and inequalities in school are now an automatic consequence of the class structure of society. Success and failure are representations made by the school system. They are, in essence, products of the processes and forms of evaluation of the school system and their practices. The requirements of the learning process and the curricula are determined mainly by the average level of the expected mental and cognitive development of the child. Children who deviate significantly from this level have difficulty or are unable to meet school requirements and monitor the learning process. To the extent that weakness is blamed on the inadequacies of the children themselves, the difference in ability with other children is interpreted as a "natural" difference and emerges as a dominant element in their relationships. The distinction between "capable" and "incompetent", "normal" and "not" does not allow the acceptance of the different, the disadvantaged within the group of "capable" and "normal" (Tzouriadou & Barbas, 2001).

The right to education, like other human rights, does not apply to all groups of citizens in every country. The existence of rights is perceived simply as an institution and not as an institution and creation of conditions for their implementation. At the core of this thinking, education was linked to social exclusion either as a deprivation of entry into the educational process or as an exit caused by the current educational practices themselves. Deprivation of entry into the educational process applies by law to the children of illegal immigrants, but also to certain categories of children with special needs (Soulis, 1997).

School difficulties, in the form of school underperformance and school failure, are a major issue in general education. Students with school difficulties constitute a significant percentage of the student population (approximately 20%). Many of them have temporary or partial severe learning disabilities. This creates two groups of students. One includes children with learning or adaptation problems, without these problems necessarily being associated with a disability. The problem in this case is characterized as school failure - school underperformance or school difficulties. On the other hand, we have a group of students to which children with learning or adaptation problems belong, but their problems are associated with some disability. In this case, children are characterized as "children with special needs" (Barbas, 2005) and exclusion from education can occur in three phases:

1. the children of the special groups stay out of school from the beginning
2. The children of the special groups are marginalized in the school and as a consequence of this event they are led to school failure and very often to the definitive interruption of their attendance.
3. the children of the special groups manage only to a very low percentage to successfully pass the whole cycle of public education.

This approach cannot be interpreted only as a consequence of the negative conditions identified, but more as a result of the perceptions of the teachers themselves, the meaning they form both for the problems of the education of children with special

educational needs, as well as for the conditions and the context of their work. According to the theory of symbolic interaction, collective or individual activity is structured through the meaning given by the individual or group to the situation they are called to face. Each team member needs to identify the things they are involved with, evaluate them in some way, and make decisions based on those assessments (Blumer, 1962).

Group life presupposes interaction between team members, as society is made up of people who interact with each other. Social interaction is the process that shapes human contact and is not just the medium or context in which this contact is expressed (Blumer, 1969). This interaction is characteristic on a symbolic level through their verbal exchanges, as individuals who act either individually, collectively, or as agents of an organization need to consider the actions of others before shaping their own. Human group life is a complex process of defining and interpreting others through which people adapt and shape their actions in relation to them.

The world is made up of objects that are products of the symbolic interaction of people with each other. For convenience we can classify objects into three categories (Blumer, 1969):

1. Natural objects such as chairs, trees, etc.
2. Social objects such as students, priests, mothers, etc.
3. Abstract objects such as moral principles, philosophical ideas, concepts, etc.

The nature of an object consists of the meaning it has for that person. Meaning is the representation of the person for an object and the meaning of the object for it. Meaning determines the way in which the person perceives the object, the way in which he prepares to act in relation to it and to speak about it. An object can have a different meaning for each person. Thus, objects must be considered as social constructions, as they are formed and raised through processes of clarification and interpretation in the interaction of people with each other (Blumer, 1969).

More specifically, humans as social beings shape concepts by interacting with each other. Behavior is determined by how people perceive it. That is, behavior is not

regulated by rules, but by how these rules are used to interpret specific situations (Tzouriadou, 1995). People who share the same situation influence each other in the way they identify it. Through this complex process of interaction, each subject forms a particular personal meaning for things. Consequently, the meaning of things is subjective and does not exist independently of man (Bogdan, 1986).

In this view, the group of the disabled does not exist, but is an expression of the way people think of others when categorizing them. Humans create definitions of objects and these definitions, as well as the processes they mediate, are important for understanding human behavior. In addition, how people think about disability and the criteria they use to determine a person with a disability depend on the way they think (Bogdan, 1986).

So while disability is synonymous with disability, a person with a disability may not be disabled. This is the case if his inadequacy does not constitute a hindrance to all the activities of the individual, as a member of society vis-à-vis other members. An inadequate person is disabled when other people see it that way.

Disability, then, is a specific way of thinking, acting and reacting, and it can change when our way of thinking about it changes. Disability, as structured by special education, is a specific way of thinking that organizes the perception of the world (Bogdan, 1986). Individuals who develop and apply the definitions of disability on school premises are subject to social processes and forces depending on the particular circumstances that exist each time, as do other groups of individuals.

How we define disability, then, according to the theorists of symbolic interaction, predisposes us to assess and deal with a situation that concerns it in a specific way. Disability can change the interpretation of a behavior. The word disability, or more specifically its many subcategories, such as mental retardation, emotional disorders and deafness, works selectively on certain behaviors and actions and makes them appear sensitive. Things that would escape under other conditions of attention, emerge and make sense within the specific framework of ideas. Physical characteristics and

behavioral characteristics that have been identified and interpreted in a specific way, in the context of the ideas of special education are translated differently.

Disability categories give those who use them a sense of knowledge and thus a way of programming and handling those who belong to the specific "labels". By giving a child a label, we raise a set of assumptions and expectations. The child is confronted with a series of behaviors, ways of thinking and situations that change his data, regardless of whether these changes can have negative as well as positive consequences for the child (Bogdan, 1986).

Categorization is the product of a particular way of thinking in which the perception of the world is organized in the subject. Consequently, disability, that is, the category of people with disabilities, is not an objective reality, but an expression of the way people think about others when categorizing them. Definitions and measurements do not express an objective reality, but can be considered products of the people, processes, organizations and societies that have created them. That is, they are methods of making it a reality. In this sense, disability does not exist objectively. It is a social construction (Marks, 1999). So the concept of disability is not socially neutral, as it is equivalent to partial or total inability to meet the defined conditions of a social group.

1.4. Teachers' perceptions of integration of children with special educational needs in general schools

The perceptions that exist in society about people with special educational needs affect the lives of the latter in terms of their social relationships, their vocational rehabilitation and their education (Olkin, 1999).

One area that manages to influence society's attitude towards people with special educational needs is the area of education. According to specific research findings, teachers' positive attitudes towards people with disabilities encourage the

implementation of institutions that ensure the right of these students to attend general classes (Avramidis & Norwich, 2002; Alghazo & Algaryouti, 2003).

The great importance of the positive attitude of teachers has been emphasized, as we will see below by many researchers, for the activation of social and academic integration. Several studies have been conducted internationally that examine various aspects of teachers' perceptions of the inclusion of students with special educational needs in the general classroom. However, there is a difference of opinion and reservations are expressed, which refer mainly to the form and the extent that the integration can take in order to be effective.

Forlin (2001) found in a study of 571 primary school teachers that teachers have high levels of stress when they have a child with special educational needs in their classroom. Specifically, the stress concerned the way this child was taught in a general classroom. The teachers thought that they would have a greater workload, the organization and structure of the classroom would be affected and discipline problems would arise. Thus, this study showed that the experience with a child with special needs may not ultimately promote an attitude of acceptance of his / her inclusion in the general classroom mainly due to the appearance of the stress factor created by the presence of the child with disabilities in the classroom.

Research by Fakolade, Adeniyi and Tella (2009) examined the views of secondary school teachers in Nigeria and showed that teachers' views on inclusion did not differ from their years of teaching (ten years and over - under ten years). Differences were identified by gender of teachers as women had a more positive attitude towards integration than men. These findings contradict the research of Panteliadou and Lampropoulou (1997) in which the views of 377 teachers (190 general education teachers and 187 special education teachers) in Greece were investigated with a similar object of research. Although both groups of teachers appeared to be neutral towards inclusion, general education teachers were more positive than special education teachers. This positive trend may be due to the fact that

integration does not apply to their classroom and they may express what should be done. Nevertheless, younger teachers with less experience in teaching students with special educational needs appeared more positive, and especially for the categories of mild and moderate mental retardation, than those with more experience and more years in the field of education. However, there is a difference between them that depends on how specialized they are in special education (Avramidis, Bayliss & Burden 2000).

The research of Zoniou-Sideri and Vlachos (2006) carried out on 641 teachers in Greek schools of general education showed that according to their attitudes the implementation of integration is a key component for the smooth operation of the general school. In addition, they argued that its implementation is a prerequisite for reducing the stigma of children with special educational needs. Also, the acceptance expressed by the teachers is influenced by the degree and type of disability of the child.

A study by Clough and Lindsay (1991 in Avramidis and Kalyva, 2006) in Britain found that teachers' attitudes toward integration were positive, but that there were differences in attitudes according to different types of special needs such as was also supported above. This finding was confirmed by the research of Panteliadou and Lampropoulou (1997) in Greece, where they concluded that teachers' attitudes towards the student differ depending on their disability (for example, positive in the integration of a student with learning difficulties but not so much positive in the integration of a visually impaired student).

Findings by Scruggs and Mastropieri on the composition of research during the period 1958-1995 on teachers' perceptions of inclusion and inclusive education (1996 in Avramidis and Kalyva, 2006) showed that teachers' attitudes remained consistent with as time went by.

We conclude that teachers' attitudes towards the integration of students with special educational needs in general schools vary, but tend to be positive, expressing

some hesitation about the lack of help, knowledge and lack of use of practical methods. Although at a theoretical level they seem to accept the institution of integration, in practice they find its implementation difficult to achieve.

We conclude from the research data mentioned above, that teachers as a whole do not feel sufficient to teach students with special educational needs. They consider that their training is lacking in the knowledge and skills needed to meet the needs that arise during the implementation of integration.

Many studies have focused on the factors that influence teachers' perceptions of students with special educational needs and their inclusion in general education schools. Teachers' attitudes are influenced by a number of factors that are somehow correlated. These factors are categorized below and reveal the reasons and reasons why teachers' opinions are positive or negative.

One of the factors that significantly influences teachers' perceptions regarding the integration of students with special educational needs is the type and severity of the latter's disability. In general, teachers have a more positive attitude towards the integration of students with motor and sensory disabilities than the integration of students with cognitive disabilities and behavioral or emotional problems.

Forlin (1995) found that teachers were more reluctant to accept the inclusion of a child with cognitive difficulties while being more positive in accepting children with physical disabilities. The degree of acceptance for partial inclusion was high for children with mild or moderate disabilities. The majority of teachers (95%) believed that children with mild physical disabilities should be partially included in the general class, while only a small percentage of teachers (6%) could accept the full integration of children with severe physical disabilities. Similarly, the majority of teachers (86%) believed that only children with low mental retardation should be partially included in the general classroom.

Yuen and Westwood (2001) examined the degree to which teachers' perceptions of inclusion differed according to the type of student disability. The results of the

research showed that teachers were more positive in the integration of students with diabetes, mild speech disorders, mobility problems and mild visual impairments. On the contrary, they were less positive in the integration of students with severe speech disorders, hearing impairment, cerebral palsy, mild mental retardation or severe vision and hearing problems. Also, their attitude towards teaching students with learning difficulties is positive, while they face difficulties for students who cause them nervousness (Wong, Pearson & Kuen Lo, 2004).

Students with emotional problems, behavioral problems and mental retardation cause more stress to teachers than students with learning difficulties or mobility problems (Alghaza & Gaad, 2004; Avramidis, Bayliss & Burden, 2000).

Similar findings were made by research by Glaubman and Lifshitz (2001) which showed that teachers were more willing to accept students with mobility disabilities, learning disabilities, mild mental retardation or emotional problems. However, they were less favorable to the co-education of children with moderate or severe mental retardation.

In summary, according to the findings, teachers are more favorable to the integration of students with mild disabilities or physical / sensory problems than to the integration of students with serious special educational needs. For cases of severe learning difficulties and behavioral problems, teachers are negative about the implementation of the institution of integration (Avramidis & Norwich, 2002).

A second factor influencing the institution of inclusion is the training of teachers in relation to disability and people with special educational needs. Through training the teacher can acquire the knowledge and skills necessary to cope with his role.

The training of teachers in Greece, in matters of special education, is considered incomplete as in the Pedagogical Departments the undergraduate programs include a small number of courses with content related to Special Education. In addition, the courses, the content of which concerns special education, in most cases are optional and not mandatory (Panteliadou & Patsiodimou, 2000). The phenomenon of

insufficient teacher training on teaching students with special educational needs also emerges from research on integration, and it has emerged that primary and secondary school teachers did not feel properly prepared to teach such students (Marshall & Palmer, 2002; Smith, 2000).

In particular, several researchers have found that teachers with adequate training in special education were significantly more positive about inclusion than those with little or no training in this area (Avramidis, Bayliss & Burden, 2000; Campbell, Gilmore & Cuskelly, 2003).

However, the research of Tait and Purdie (2000) showed opposite results as it concluded, after a survey conducted on primary and secondary school students, that their attitude towards inclusion was not positively affected even though similar courses had been taught.

Teacher training programs, therefore, should take care to promote positive teacher attitudes, which are likely to lead to equipping education with a more appropriately trained teaching staff (Andrews, 2002; Reinke & Moseley, 2002).

Another factor that influences teachers' perceptions of the inclusion of students with special educational needs in general schools is the experience that teachers themselves have with people with special educational needs. Teachers with experience in teaching children with special educational needs have been found to have greater self-confidence in dealing with certain behaviors that they will be called upon to manage and are more positive in the concept and implementation of integration (Gregor & Campbell, 2001).

Similar findings emerged from another study where a sample of participating teachers stated that their experience with students with special educational needs played an important role in changing their perceptions of inclusion. This familiarity has resulted in the fight against teachers' prejudice and fear of students with special educational needs (Arbeiter & Hartley, 2002).

The positive role of teachers' experience was demonstrated by Avramidis, Bayliss and Burden (2000) research on integration. More specifically, it was found that teachers who participate in inclusive education programs, express positive perceptions about them, and consequently about the institution of integration.

Another factor that influences teachers' perceptions regarding the integration of children with special educational needs is the availability of resources. Problems for teachers start with the large number of students in their classroom, the lack of material support and the absence of special educators who would help the general class teacher (Avramidis & Norwich, 2002).

In particular, the research of Janney and his colleagues (1995) on the inclusion of students with special educational needs found that the majority of teachers were reluctant to accept students with special educational needs in their classroom, for fear that they would not have any support. Support included appropriate equipment and changing the school's physical environment so that it was accessible to all students. Taking into account these views, one can easily conclude that the support of teachers in terms of material and human resources is presented as a determining factor for the formation of positive attitudes towards participatory education.

Teachers are receptive to students with special educational needs if there is the necessary support from specialist staff and assistance from the school administration (Janney et al., 1995).

The importance of support for general education teachers by special educators was highlighted in a study by Bear et al. (1997) conducted in the USA. The views of teachers who had the support of special educators and those who taught in traditional classes were examined. Teachers who had the support of experts had more positive perceptions about inclusive education compared to teachers who taught in classes without any help from a special educator.

Conclusion to the first chapter

Modern learning theories claim that learning is social, a product of social interaction. Collaboration, active participation, the cultivation of critical thinking, creative expression and respect for diversity are the basic principles for building a school for all. Inclusive pedagogy emphasizes the equal educational opportunities that all children should have in education in a democratic context.

Pedagogical inclusive practices as well as applications of inclusive education can ensure equal access for all to the general school and eliminate the chances of stigmatization of students.

The teacher plays a dominant role in the implementation of inclusive education. By guiding and facilitating students and effectively applying pedagogical inclusive practices the modern teacher can achieve inclusion by providing opportunities for two-way communication. A basic condition for its practical application is its continuous training in issues of inclusion.

Teachers are the experts of Pedagogy, as on the one hand they must design learning environments allowing students to take an active role in their learning, on the other hand to create attractive social environments, which allow students to learn collaboratively, while making the implementation obvious knowledge in the real world. Pupils must interact symmetrically and work together to create an environment where conditions of freedom, movement and action prevail on an equal footing. All students have equal rights to speak, to move and to listen. Thus, collaborative education requires teachers with erudition and deep knowledge, who learn as they work with their students.

CHAPTER 2

EDUCATION OF CHILDREN WITH SPECIAL EDUCATIONAL NEEDS IN GREECE

2.1. Integration of children with special educational needs in general schools in Greece

Special Education refers to the set of educational programs and services for children with special educational needs and / or disability that are created based on their special needs in landscaped and equipped spaces (Polychronopoulou, 2003). The main goal of Special Education is to provide equal opportunities in education with equal rights in education, social and professional development and in general participation in society (Article 1, Law 3699/2008).

Another definition for Special Education according to law 2817/2000 states that: people with special educational needs, ie people who have significant learning and adjustment difficulties due to physical, mental, psychological, emotional and social peculiarities, need a special enhanced form of educational assistance and special education at all stages of their life, in order to address the difficulties in the fields of school education and social integration.

An important development in the history of Special Education takes place after 1975 with the spread of the idea of providing special educational assistance and support for students with special educational needs and / or disability (McCartney, 1994). The social requirement for the integration of these students in general education schools is instituted by the Committee of Special Education with the aim of providing special educational services in all school districts of Special Education.

Special Education until 1950 in Greece, but also in the international arena has an institutional character with the aim of ensuring social control (Soulis, 2002), while a more institutionalized organization of Special Education aimed at the integration of children

with special educational needs or / and disability begins in the 70's. Until then there is social and educational segregation and differentiation for people with disabilities, who are not part of the general education system and are marginalized in institutions outside society under the guise of different educational requirements and needs that these children have and protecting them from the abuse of society (Christakis, 2011). However, with the development of pedagogical sciences, a gradual change in people's perceptions of disability and Special Education and a shift from a medical to a social model is triggered. The philosophy of the medical model was based on the theory that disability is a disease that needs treatment and that the difficulties of everyday life for these people are a consequence of their own dysfunction without any reference to the social environment in order to find solutions for personal development (Degener, 1995). Children were treated as incompetent with the main concern of society their assimilation violating to the highest degree their otherness. In case such a thing was not possible, isolation and exclusion followed. Thus, this model, which for the most part created prejudices and stereotypes and was based on the fact that disability is rooted in the individual and needs to be rehabilitated, is being challenged and strongly criticized by experts and organizations of the disabled (Lambropoulou & Panteliadou, 2000).

On the contrary, the social model emphasizes the environmental, social and cultural factors, talking about the disability of society to understand the difficulties and needs of these people. The philosophy of this model is based on human rights, the equality of people in society and equal opportunities, eliminating exclusion and recognizing the right of everyone to coexist, cooperate and interact. In addition, the interpretation and social dimension of disability is investigated, while at the same time more special schools are established either by private or state initiative, which, however, did not seek the inclusion of children with special educational needs and / or disability, but strengthened the separation between special and general education (Soulis, 2002).

In the 1970s and 1980s, alternative integration models were developed and research was conducted on the evaluation of these models, student progress, the

effectiveness of various intervention programs, participatory learning, collaborative teaching, and recording attitudes for people with disabilities, special needs and integration through support services. In the early 70's the issue of education of people with special educational needs and / or disability became more intense and serious, as it was reinforced by the Warnock report which drastically changed social perceptions and transformed the problem from humanitarian to social - educational. The prevailing view is that there are no bad students and the position of equal opportunities in education for all children is strengthened, marking important changes in the position and education of children with special needs (Christakis, 2011). In this way, the separation gradually begins to be eliminated and the co-education of all children, regardless of personal peculiarities, enters the same learning environment, ie the same classroom.

In general, in Greece, but also around the world, the opinion has prevailed that the most appropriate educational process is inclusive education. Nevertheless, while there have been many changes, there are differences in the degree of achievement of the goal and the implementation of this perception between the countries (Kypriotakis, 2001). Lambropoulou & Panteliadou (2000) typically state that in Greece no clear steps have been taken yet in the field of Special Education, while Zoniou-Sideri (2012) argues that school integration is an active process aimed at removing obstacles to an education system that makes it difficult for children with disabilities to participate. Thus, the issue of removing barriers has created many dilemmas regarding inclusive education and needs to reconsider the theoretical principles of integration.

Regarding the common education of children with or without special educational needs and / or disability, the literature both Greek and international uses terms such as: integration and inclusive education (Vlachou, 2000). The term integration refers to the placement of individuals, who have distinct and different social, biological and psychological characteristics, within the wider group - class acquiring and playing a role within it. This placement takes place in the general schools attended by their peers with the same curriculum (Tilstone, 2000). The theoretical framework of integration values is

democracy, respect for human rights, equal opportunities, but also acceptance, each being an important and separate member of society (Wrigley, 2003).

According to Tony Booth & Mel Ainscow (2011) the integration process is related to increasing participation and equal opportunities for students, while providing appropriate support to schools in order to respond most effectively to diversity, interests and the skills of children with special educational needs and / or disabilities. Also, Sebba & Ainscow (1996) report that the integration process is an attempt by schools to respond to all students individually by reviewing the organization and delivery of the curriculum and increasing its capacity to accommodate as many children as they wish to attend. In a study by Bennet et al. (1999) integration was defined as the education of individuals with a variety of abilities and special needs in general education classes through appropriate support, while Tsinarelis (1993) refers to integration as the acceptance of an individual or a group of individuals with different biological, psychological and economic characteristics within a working group with its own physical and social structures by providing external assistance to maintain this position and acquire roles within it.

The term integration refers to the mission of all members of the educational community in order to educate people with disabilities, so that they integrate and do not differ from the general population of the school, ensuring their dynamic participation in educational and social activities. According to Tsinarelis (1993), integration concerns the mutual acceptance by a group with the development of socio-dynamic relations without providing any external assistance with the complete absorption of the individual while maintaining the distinct characteristics of his personality. The inclusion of students with special educational needs and / or disabilities in the general classroom shows that these children have not reached the appropriate level to be able to coexist, build relationships and interact with other children as opposed to integration where students they have the proper supplies to do this. When the child is integrated, the special education teacher continues to provide assistance to the student not directly, but

in collaboration with the class teacher provides appropriate information to help him succeed (Kompos, 1992). In this way it is understood that there is a sequence between these two concepts and that in order for inclusion to take place, integration precedes.

The inclusion refers to the modification of the school institution as an institution and organizational structure with the aim of co-education of all children with the implementation of interventions within the school itself and not individual (Zoniou - Sideri, 2004). The philosophy of inclusion is based on equality, parity, democracy. According to Imellou (2004), inclusion refers to support processes for students with special educational needs and / or disability in order to participate in the common school curriculum, while equal co-education implies the reconstruction of the school curriculum due to the diversity of students. It is a continuous struggle for the creation of a better school that will be based on parity, responding to the rights of every child, regardless of gender, mental or physical ability, nationality, socio-economic level. In an inclusive school, inclusion is not considered an end in itself, but it is these educational practices that go beyond the standard teaching and learning processes (UNESCO, 1994). More generally, it is a school strategy that confronts the diversity and marginalization of specific students or groups of students in school communities (Ainscow et al., 2004). In this way all children study together developing their social relationships and people who have been marginalized until now are led to school integration which will result in their increase in social and cultural life (Siozou, 2008). The provision of equal opportunities and democratization in education is achieved through joint education without discrimination and prejudices against the different until these individuals integrate smoothly into society (Kypriotaki, 2001). Inclusive education is inextricably linked to justice and states that the specific characteristics of each individual, such as gender, race, socio-cultural background and economic background, cannot affect the right of every child to free quality education (Zoniou-Sideri, 2000). Such learning is oriented towards the individual value of each individual and the acceptance of diversity, providing equal educational opportunities for all, saying that a

person is considered complete only by direct contact and meeting with different people (Zoniou-Sideri, 2000; Kypriotakis, 2001). Finally, according to Len Barton (2003) inclusive education is not an end in itself, but a means of creating an inclusive society based above all on human rights and equal opportunities.

In order to make this possible, it is important to make a complete overhaul of the school units, in terms of their operation, but also of the educational system by extension, in order to meet the educational needs of all children. The areas that need to change for the inclusive education of all children are: educational policy, educational programs, teaching methods and social attitudes and perceptions about disability and uniqueness of each person (Patsidou - Iliadou, 2011).

Jordan & Stanovich (2001) report that teachers who took responsibility for inclusion increased the quality and effectiveness of their teaching compared to those with different beliefs. A teacher's attitudes can greatly influence the success of an inclusion program, ie whether his / her intervention teaching will be successful and will achieve his / her teaching objectives (Mavropoulou, & Panteliadou, 2000). Thus, through their perceptions and actions, they can pass messages of acceptance or rejection that contribute respectively to the success or failure of the interventions, as well as to the acceptance of diversity in the school context (Horrocks et al., 2008).

Also, another way of achieving equal opportunities, as the teachers emphasize, is the active participation of children in learning through alternative forms of teaching (eg excursions, projects), where they work together to achieve a goal and not the constant attachment to the traditional sterile learning. Such an effort is also a very effective inclusive practice, since through educational trips and visits the participation of children in learning is increased, the activities are based on their experiences, interests and skills, discovering and strengthening the knowledge, the collaborative method flourishes as groups are created, where children go through roles and all acquire an object, thus stimulating their self-feeling, their self-confidence, socializing without being marginalized and becoming autonomous. In this way we understand that learning takes

place outside of school in informal learning environments, where teaching can be made more direct and fun for children by using multiple sources giving them opportunities to express their views and participate actively, something they probably could not do in the classroom (Angelidis, 2011).

To provide equal opportunities, collaborations take place between teachers or even with their students and parents (Ainscow et al., 2006). Teachers separate roles and through a responsible collaboration a co-education program can be successfully implemented (Tafa, 1998). Creating a collaborative culture inspired by respect, shared planning, reflection and feedback leads to more effective education (Hargreaves, 1995). Thus, the cooperation of teachers is essential for the promotion of inclusive education by understanding the concepts of compromise, cooperation to solve a problem and group teaching (Udvari - Solner & Thousand, 1995). We could mention that this peer interaction can have many positive results that will lead to the improvement of the school. Also, in order to promote inclusive education, it is important for teachers to discuss the issue of diversity with their students, so that there is no segregation due to cognitive, behavioral or even external differences, while the teacher should reward the achievements of children with special needs, thus creating a positive atmosphere in the classroom that will result in trust (Soulis, 2008). For a more effective school, the substantial involvement of parents in their children's learning is also considered important. Various practices include principal and teacher meetings with parents about children's progress, setting up support groups with parents to discuss children's educational needs, informing parents of any changes to the curriculum, and collaborating with each other on solving any problem that arises within the school, can only have a positive impact on the educational process (Tikly, 2004). According to Dfes (2004) the best schools are those that promote active participation and dialogue with parents.

Integration is a process that promotes the learning of all children regardless of abilities and skills without social exclusion by establishing a general child-centered

pedagogy (Soulis, 2002). Mutual understanding, acceptance of the different and respect for all people, thus ensuring harmonious coexistence are the main pillars of integration (Tzouriadou, 1995).

Integration to be achieved must be based on some basic principles and conditions. An integration program, but also the pace of the learning process in it, is always determined by the needs and adaptability of these children which will be done in a gradual and systematic way and will not be based on schedules. A necessary principle for the promotion of an inclusive educational policy is the object of learning, which should not be limited to the transmission of knowledge and coverage of the curriculum, but through activities to enable all students to be led to social learning (Zoniou - Sideri, 1998). The curriculum must have specific and individualized goals for each child, while in addition to the assessment carried out at the beginning by the former KEDDY now KESY it is necessary to make a formative assessment during integration, in order to check if progress and whether there is a need to modify the short-term and long-term goals set at the beginning of the year. This evaluation should not be limited only to the cognitive part, but also to the development of the socio-emotional sector (Tafa, 2008).

Also, for an effective integration process, it is important to have early intervention in infants and toddlers who are lagging behind in various fields, since the earlier the integration takes place, the more effective it will be. According to Buysse & Bailey (1993) early integration intervention is particularly important for three reasons. The first concerns stereotypes and prejudices, since younger children are more likely to accept their classmates with special educational needs and / or disabilities without marginalizing and expressing negative emotions. The second deals with acceptance, where the timely interaction of these students with children of normal development within the general classroom is more likely to be achieved. Finally, the third reason is that the early integration education process more effectively prepares children with special educational needs and / or disabilities to be more autonomous in the future in a formal environment.

A necessary condition and principle for a successful integration process is the ability of the school to meet the needs of these students both in terms of teaching staff and buildings. The differentiation of the curriculum from the general class teacher with the support of a special educator, but also the existence of appropriate building infrastructure with support equipment and designed rooms are areas that contribute to the smooth integration (Vlachou & Papadimitriou, 2004).

The main goal of integration is reconciliation with diversity and mutual acceptance that will overcome the dividing lines by democratizing education and teaching (Kypriotakis, 2001). With the social integration of children with special educational needs and / or disabilities, the chances of social and educational exclusion are reduced, achieving an equal education. In addition, another goal of integration is to reduce prejudices and stereotypes towards people with disabilities by increasing the social interaction of students with special educational needs and / or disability with other children (Avramidis, 2010) giving everyone the opportunity to participate equal in political, social and educational development. Each individual is unique and complete with his own unique profile, his own particularities and possibilities and with the right to equal participation in all sectors of society (Zoniou - Sideri, 1996). It also provides people with special educational needs and / or disability with substantial access to educational goods and common life (Soulis, 2002). In general, the goals of integration are the socialization of people with special educational needs and / or disability, their psycho-emotional and cognitive development, their equal participation in groups and finally their social and professional integration later (Zoniou - Sideri, 1998).

In conclusion, the integration programs are individualized for each student and aim at the development of their autonomy within the general school, his socialization, but also at the improvement of his knowledge and talents in an environment of recognition and acceptance feeling emotional security which will act catalysts for his active participation in the activities (Gena, 2001). Thus, in a positive environment of encouragement, affirmation and acceptance that will enhance self-esteem and self-

perception, students with special educational needs and / or disability will feel happy and will be active members of the school community (Matsagouras, 1999).

School integration in Greece today is an organizational model with degrees: the general class without support, the class where there is the support of a special educator and the class with external support. In addition, there are the special and general class of part-time education, the all-day special class, the division of time in the special and general school and the special school (Tzouriadou, 2008). In general, all over the world according to an article by Imellou & Haroupias (2009) the models and integration practices are:

1) placement in a special school classroom with a partial placement in a general school classroom which is based on the cooperation of special and general teachers education. The programs that are implemented relate to secondary courses of the curriculum and aim at the school and social integration of children with special educational needs and / or disability,

2) placement in a general school classroom with support in a special class or integration class,

3) placement in a general classroom with the support of a special educator who serves in KEDDY or S.M.E.A.E.,

4) consultation model or placement in a general school classroom with the support of a special educator and is called parallel support. Other variants of this model are team teaching, supported education, complementary instruction, and parallel instruction,

5) placement in a general school classroom with simultaneous and permanent support from a special educator (creation of a department for children with learning difficulties) and

6) placement in a common school classroom with little or no support services, where the student has received prior support with any of the above models.

The forms of integration are spatial, social and functional - educational (Zoniou - Sideri, 1998). Initially, spatial planning refers to the education of children with special educational needs and / or disability in the same school space with children of normal development but in separate buildings with the contact of these two groups being limited. It is also considered the transfer of these students from the special classes to the general ones, but without any supportive assistance. Then there is social inclusion, which through appropriate activities promotes the socialization, communication and contact of all children by providing social acceptance, but not enough opportunities to develop their personal potential, since they are not part of the common educational programming and do not take part in the common teaching process. Regarding the functional - educational integration, children with special needs are in the general classroom attending and participating in the same educational process with the other children, which, however, is not carried out in the same way, since it is specially adapted (Polychronopoulou, 2003). The last form of integration is the most complete with students with special educational needs and / or disability to participate equally in the educational process having all the rights at the social and educational level.

There are also two other forms of integration in terms of the number of children with special educational needs and / or disabilities that exist in school. The affiliated group, which is created by children with special educational needs and / or disability and without the aim of the common education of all. This group should consist of 12-15 children, where 3-4 have special educational needs and / or disability (Zoniou - Sideri, 1996). It is important for these children to have different learning needs and learning profiles, so that there is heterogeneity, just like in a normal classroom, avoiding ghettoization and disengagement. The other form is that of individual integration in which only one disabled child is included in the common class in which it must function as a center of balance with emotional stability, so that there is social balance within the group (Zoniou - Sideri, 1996).

As far as Greece is concerned, it seems that the legislation regarding the education of children with special needs, it is observed that since 1937 the special education operates with presidential decrees and fragmentary legislations. Nevertheless, the systematic development and organization of special education in Greece began in the 70's onwards. The beginning was made in 1937 with the first law for special education 453/1937, which allowed the establishment of special schools, but only for children with mental retardation. The first school that provided special education programs is the Model Special School of Kaisariani in Athens on the initiative of Roza Invrioti and aimed at the physical, mental and moral care of abnormal and retarded children. Law 905/195 a little later regulated issues related to the education of the blind and the subsidy policy (Zoniou - Sideri, 2004). Over the years, the laws that followed paved the way for the creation of schools that would cover all types of disabilities and generally concerned issues of major importance in this area (Polychronopoulou, 2012), while until the 70's there is no discussion about the integration of children with special educational needs and / or disability. The only initiative comes from the private sector through charities and welfare institutions (Panteliadou & Lambropoulou, 2000). Until then, the educational system of Greece did not take seriously the needs of these students.

In 1981, a law was passed on special education, the purpose of which was the provision of special education and vocational training to individuals deviating from the normal, the taking of social care measures and the correspondence to the possibilities of their integration in social life and professional activity, through the implementation of educational programs in combination with medical and other social measures. In addition, the definition of the divergent person is defined, according to which are the persons who due to organic, mental or social causes have delays or disorders in the general psychosomatic structure or in the part of the operation and to a certain extent with allowing displeasing or obstructive seriously the attendance of the general and vocational education provided to the normal persons as well as the vocational

rehabilitation and the autonomous social integration (Law 1143/1981). Nevertheless, the relevant law, although pioneering for the Greek data and constituting the first institutional effort for systematization of the education of children with disabilities with their compulsory education from 6 to 17 years, the provision for special school structures and the sole responsibility of the Ministry for the operation of special education, received many critical voices, since it was considered that it did not contribute to the integration of these individuals, but strengthened their segregation and marginalization (Soulis, 2008). It also promoted a binary educational system that divided educational spaces into schools and institutions and distinguished students into normal individuals and abnormal - problematic individuals, making this law a copy of foreign laws (Zoniou - Sideri, 2011). A negative element was that the term children with special needs had a medical character, while their attendance at school is not mandatory as it applies to all children (Kaiseroglou, 2010). According to the above law, students were categorized into twelve groups according to their disability:

- The blind and severely visually impaired
- The deaf and hard of hearing
- Those with mobility impairments
- The epileptic
- Those with Harshen disease
- The mentally retarded
- The speech impaired
- The mentally ill or the mentally ill special institutions (asylums, childcare centers) and therefore showing emotional inhibition and social disadvantage.
- Those with diseases requiring long-term treatment and waiting in hospitals
- Those with learning disabilities
- Any person of infancy, childhood or adolescence who has a personality disorder.

According to the law, special education teachers can graduate as special education teachers, who have specialized in speech therapy, physiotherapy, occupational therapy, teaching assistants, professional counselors from the School of Vocational Guidance or Technologists. Psychologists, as it is understood, are not among the special education teachers, since no emphasis is placed on the psychological and emotional state of individuals, but are treated as abnormal individuals without personal will, needs and personality, whose inclusion will be aimed at integration in the social set of normal individuals. The following year, Presidential Decree 603/82 (promotes the separation between special and general education of Law 1143, determining the types of special education units, which include special classes and special education departments (Soulis, 2008).

In 1985, with a new law, special education is part of general education, being a separate chapter (Law 1566/1985). Thus, from 1983-1984 the ministry begins to promote the operation of special classes in schools of formal development by presenting positive regulations such as:

- Gradual integration of private schools in the public sector
- Management of issues related to the rehabilitation of people with disabilities by the Ministry of National Education and Religions
- Diagnostic examination for the type and degree of special need
- Education of people with special needs in regular schools
- Counseling to teachers, parents and people with special needs to deal with their problems
- Medical diagnostic examination of students of regular schools with to identify special needs and suggest necessary measures
- Special programs aimed at the type and degree of the problem, but also their economic, cultural and special living conditions
- Free educational equipment for students with special needs

- Provide encyclopedic books for people with problems visual aids by the textbook publishing agency
- Foreign language teaching in special schools.

For the first time, the distinction between children with and without special needs is removed, these students are not referred to as 'normal deviants', but as people with special needs who encourage their inclusion in the general school. There are also reports on the co-location of special and general schools for the institutionalization of a program in the special class, for the training of teachers in matters related to special education, but also the operation of structures and services by the Ministry of Education that will have a supporting role (recruitment of schools psychologists, social workers, speech therapists, etc.), as well as the implementation of an experimental application for full school integration. Nevertheless, problems were observed in this law as well, in terms of support structures and benefits (Lambropoulou & Panteliadou, 2000) leading many students who did not face serious special needs to attend special schools where there were serious shortages of staff, services and programs (Lambropoulou, 1997). In addition, there was no provision for the establishment of a Special Education Department at the Pedagogical Institute, there was still confusion about the work of school counselors, but also that medical examinations and counseling work were carried out by the Ministry of Health and Welfare and not by the Ministry of National Education and Religions. In addition, in the legislative framework of integration there was an absence of planning and development of social and educational policy, but also the creation of new curricula (Zoniou - Sideri, 2011). After law 1566/85, special education in Greece slowly began to evolve and keep pace with the data of Europe, although the policy of exclusion continued.

After three years, in 1988, two laws were passed, Law 1771 which refers to the admission of students with special needs in higher education and Law 1824 for the institution of remedial teaching for students with learning difficulties. Changes come with the enactment of Law 2817/2000 "Education of people with special educational

needs and other provisions", since as mentioned people with special needs are renamed to people with special educational needs and goals of special education are the development of their personality, the improving their skills to enable their inclusion in school, their vocational training and equal social development. Guiding the special treatment of these individuals in the field of education is co-education (Kalyva et al., 2007). Also, the operation of KDAY (Evaluation and Support Diagnostic Centers) begins, while the special classes are renamed integration departments, where more are established. However, the law received a lot of criticism for the fact that only three medical centers were set up in large urban centers that would issue diagnoses and opinions on which people needed special treatment, leaving many areas exposed, but also because of their many responsibilities and large their lack of human resources and logistical infrastructure made it very difficult to exercise their role (Kaiseroglou, 2010). In addition, there was no support and training of school teachers on integration issues, but there were no innovative curricula and well-designed spaces. In 2002 with P.D. 1319 students with disabilities are given the opportunity to be supported by special educators in the general class, but also the cooperation with the class teacher is mentioned for the proper operation of this educational program with the participation of all children (Imellou, 2003).

Finally, in 2008 an important legislative framework was voted (Law 3699/2008), in which the purpose and objectives of special education in Greece are mentioned. Characteristically, it refers that special education is the services provided to students with disabilities or special educational needs and / or disability with the state committing itself to upgrading it as an integral part of compulsory and free public education, but also to ensure all people with disabilities and special educational needs have equal opportunities in society, in an independent living, financial self-sufficiency, with full rights in education and in their social and professional integration. Compared to the older laws, this one shows improvements highlighting the humanitarian character of special education ensuring the equality of people with disabilities. In particular, article 1 (General

Provisions) of Law 3699/2008 speaks about the recognition of disability as part of human existence by the state with the aim of preventing the degradation of the rights of persons with disabilities for their participation in their social life.

Article 2, which deals with the organization and objectives of special education and training, refers to the matching of students' abilities with their integration into the educational system, social life, mutual acceptance and their equal social development with the aim of full accessibility of these students, but also of their parents in all social infrastructures and services (Alevriadou & Lang, 2011; Alevriadou et al., 2016).

In other provisions, the term "Special Education and Training" is mentioned and not "Special Education" and the diagnosis concern the educational evaluation by collecting data on the characteristics of each individual in order to create an educational intervention program. In the field of diagnosis, the term "differential" procedure is introduced, in which diseases with similar symptoms are excluded, so that the most prevalent one emerges.

In addition, the KDAY are renamed KEDY (Center for Differential Diagnosis and Support) and today in KESY (Central Health Council), the representation of these individuals is defined by the National Council of Education and the educational framework in which they can join these students are: 1) in SMEA (School Unit of Special Education and Training) that are addressed to students with severe forms of educational and functional needs that in addition to the special teaching staff there is also the special support staff for the best service of these people , 2) in a General School with the institution of parallel support according to which the student attends the school program supported by a special educator who aims at his interaction with other children and his involvement in the learning process and 3) in a General School with the institution of the integration departments during which the student attends normally in the classroom with the other children and some teaching hours retires and attends classes in a separate environment with the aim of cognitive and emotional improvement and support.

Finally, regarding the above mentioned KEDDY, according to law 3699/2008 is the body responsible for the evaluation of students with special educational needs and / or disability up to the 22nd year of age and is carried out by a five-member scientific committee (special education teacher, child psychiatrist, social worker, psychologist and speech therapist), and if necessary an occupational therapist. Cases of students can be learning disabilities up to children with severe disabilities. The evaluation and diagnosis of the difficulties faced by each student is called differential diagnosis. Their goal is not only the detection and the degree of difficulties of people with special educational needs and / or disability, but being a supportive body is responsible for suggesting and compiling customized individual or group psycho-pedagogical and teaching programs always in collaboration with the educational the special educator and the special support staff. Specifically, this body suggests the classification, enrollment and attendance of the student according to the difficulties and his / her special profile in the appropriate school context, school unit and special education program and the implementation of intervention programs. Finally, KEDDY proposes to the child's parents the most appropriate educational framework and structure of education.

In the Greek literature, in addition to the term inclusive education, the term "education for all" is also found (Doikou - Avlidou, 2006). According to Sebba & Ainscow (1996) inclusive education is a process that tries to meet the needs of each student individually through the reform of curricula and the educational process. The meaning of inclusive education is based on the idea that every child can attend and benefit from the school in their neighborhood as long as it is properly designed (Ainscow, 1999). Another definition is given by Corbett & Slee (2000), where they state that inclusive education is characterized as an unshakable, public and political declaration and celebration of diversity. Also, Brown & Shearer (2004) argue that the spirit of inclusive education is the full acceptance of each student regardless of his or her particularities and is treated as a valued member of the school community who has the right to participate in social life. In addition, the philosophy of inclusive education

represents the joint effort made by teachers, students, families and members of society in order to create schools that will recognize and accept individual differences, while all of the above will work together to covering the individual, educational and social needs of children within the same educational framework (Agalotis, 2006). The model of inclusive education provided in the institution of parallel support gives the right to education of all children in general schools having as main goal their comprehensive development in a specialized way to the possibilities that each student has (Agalotis, 2006). There are many similarities with the concept of integration, but their main difference lies in the quality of education provided to students with special educational needs and / or disability (Vislie, 2003).

In this institution, diversity is not a deterrent to learning, but is a set of experiences with the main goal of socializing all children by creating responsible active citizens who will improve social conditions (Soulis, 2002). The United Nations, in declarations to the governments of all member states, calls for the education of children with special educational needs and / or disabilities to be an integral part of their education system (Corbett, 2004). However, for the co-education of all students in general schools, their reconstruction is considered a necessary condition, so that they can support all students (Agalotis, 2006), while according to Evans & Lunt (2002), co-education is not mentioned only to students with disabilities, but also to all those vulnerable groups of children who are being bullied, excluded and marginalized. This model of education is not the end in itself, but it is the means of creating an inclusive society.

Co-education is based on five axioms:

- 1) it is a process of continuous systematic change, in order to review some concepts (ability, success, failure) (Whitty, 2002),
- 2) its philosophy is based on fundamental democratic principles, such as that of equality in participation and respect for otherness that have positive effects on the

mental and social development of students by breaking down stereotypes and developing their social skills (Banks, 1994),

3) bridges the gap between students of formal development and those with special educational needs and / or disability (Fisher, 2007),

4) inclusive education is not the goal, but the method, where each student develops his skills, while the educational process, teachers and classroom organization are changed in order to create more effective educational practices (Carrington & Robinson, 2004),

5) Inclusive education is a vision in which all stakeholders in the educational process will aim to create school communities based on coexistence and co-creation (Warren & Alston, 2004).

Also, the co-education of parallel support is governed by some very basic principles. Initially, each student is an integral part of general education. Children with special educational needs and / or disabilities need to receive and enjoy respect for their personality with a positive approach by eliminating stereotypes and marginalization through their participation in school life. Also, every student with or without special educational needs and / or disability has the right to individualized teaching. Thus, the school must be prepared to respond individually to each other's otherness (Norwich, 2000). UNESCO (1994) points out that inclusive education is an educational system where all students can enroll in the schools of their neighborhood, where support services will be provided based on the needs of all children. All students learn together, while adopting different and better teaching processes and creating collaborations with community organizations that will take seriously the diversity of children.

For the implementation of the model of co-education it is necessary to meet certain conditions that are mainly related to the operation of the school and the educational system (Soulis, 2002). More specifically, it is necessary to formulate an appropriate educational policy and design educational programs where teaching methods and social attitudes will have disability as a main pillar.

Initially, an educational policy must be established in which schools become organizations ready to welcome every child. In particular, changes are needed in the infrastructure of schools, making them accessible to children with disabilities and staffing them with special educators. For the proper implementation of co-education, reforms must be carried out at the level of legislation, since according to Brown & Shearer (2004) it becomes more effective with the support of the whole society. It is the responsibility of the state to take measures in the fields of health, social welfare and vocational guidance and training through large financial resources and not occasional funding (Soulis, 2002). The success of inclusive education is largely determined by the funding of special education.

Also, a precondition is the reorganization of the school. Ainscow (2004) mentions five measures that help change school policy:

- 1) In the decision-making process and school policy-making is necessary the participation of both teachers and students, parents and community members.

- 2) Guidance from the leadership of the school unit, cooperation and camaraderie to solve all problems collectively.

- 3) Joint planning of school planning with the participation of all staff and commitment to comply with it.

- 4) Development of communication forms of school staff and encouragement to take initiatives in the teaching process.

- 5) Reflection on the teaching practices used in order to improve the educational product provided.

In addition, the curriculum should have individualized goals and be characterized by flexibility, enabling students to adapt the material to the needs of each group of students (Lovey, 1998). A school unit based on the philosophy of inclusive education, in addition to the learning part, must also develop the mechanism of socialization by teaching social skills. Students learn their rights, their obligations and take on

responsibilities in a democratic environment, thus receiving a preparation for their future in social life (Soulis, 2002).

An important condition is the teaching methods applied in a co-educational school, where they should be adapted to the educational needs of the students utilizing the abilities and talents of each student aiming at children with special educational needs and / or disability to reach the same goals as their classmates (Soulis, 2002). For this reason a teacher-centered approach is avoided and a child-centered one is adopted with the active participation and interaction of children.

The role of teachers plays a key role both in the implementation of inclusive education and in its success or failure. Their way and willingness to teach towards heterogeneous groups of students in a positive way have important results for inclusive education. The teacher should cultivate concepts in the classroom, such as ethics, cooperation, support, respect and socialization (Watkins, 2004). Thus, it is understood that the teacher in the school is not limited only to teaching, but also to the provision of educational goods through the cultivation of harmonious relations between all students (Doikou-Avlidou, 2006). In order to provide better education, the teachers of the school units need to be constantly trained on new ways of teaching, problem management, but also on issues related to special education. Such training should take place at the beginning of each school year in order for them to be ready to respond immediately to classroom requirements (Anderson et al., 2007).

One of the main pillars and condition for inclusive education is the cooperation of those involved in the daily practice of the school. According to a study by Lipsky & Gartner (1996) in 1000 schools of inclusive education, the following factors were identified that aim at the success of inclusive education. Initially, the school principal is the one who can adopt a specific policy within the school by applying collaborative teaching (Watkins, 2004). His beliefs, values and principles can create a climate of trust and cooperation among teaching staff by overcoming prejudices towards people with special educational needs and / or disability (Valeo, 2008). Also, the contribution of the

cooperation between the special educator and the class teacher is considered an integral part of inclusive education. The planning, the implementation of the curriculum and the specialized program, but also the evaluation of the students' progress are the key issues of cooperation between them. For this reason, it is important for both parties to have skills in counseling and communication, as well as to have a positive attitude in improving learning conditions in the classroom (Saleh, 1997). However, there must be cooperation between parents and teachers, since the participation of the former in the educational process is important by participating in events and councils (Forlin, 2001).

Finally, another parameter for the successful operation of inclusive education are the social attitudes and perceptions. The positive socio-cultural climate within the wider social environment also plays a special role (Center et al., 1985). In addition to changes in the way of organization and teaching methods, a positive attitude towards otherness is also required, since in a school of inclusive education not only academic performance plays a role, but also social ones, achieving changes in the attitudes of teachers and students (Margalit et al., 1997). Thus, with the support of the state, practices must be adopted that will prevent exclusion and segregation by reducing the competitive climate and knowledge-based nature of today's schools (Barton, 2004) and creating school units that will aim at social cohesion and acceptance of diversity.

2.2. Distance education for children with special educational needs in Greece

Distance education can be a highly effective way of achieving lifelong learning and, above all, adult education. Prerequisites for adult education, such as the absence of spatial and temporal constraints and the learner's autonomy, are largely met within the framework of the distance education. Distance education by definition includes the element of physical-geographical distance between teacher and learner. Several

definitions have been given for distance education. Fundamental elements of convergence of these definitions are:

- a) the spatial (and temporal, in many cases) distance between the participants (teacher and trainees) on an almost permanent basis,
- b) distance learning processes combined with distance learning processes,
- c) the use of technical means to transfer the content of education and
- d) the possibility of two-way communication between teacher and learner (Keegan, 2000).

To reflect the impregnation of the distance education with technological means and tools, the redefinition is given, according to which the distance education is a standard training under the auspices of an institution where the training team is geographically divided and telecommunication interaction systems are used to connect the trainees' sources and trainers among themselves (Simonson et al., 2000).

The need for the provision of distance education programs is created by the modern socio-economic conditions and requirements of an era of continuing specialization, lifelong learning and vocational training. Distance education as the framework of the new education delivery system and the range of training methods as the ways of practical application seem to meet these requirements (O'Malley & McCraw, 1999). Especially when distance education is implemented using ICT and the internet, it can meet a multitude of modern educational needs. In particular, e-learning is considered an important way of transition from traditional systems to the most effective methods of acquiring and disseminating knowledge - methods related to modern lifestyles and new technologies (Buzzi et al., 2012).

Distance education presents a number of advantages which testify, among other things, to the reasons for the spread, with upward trends, of her model. Bisciglia & Monk-Turner (2002) summarize some of the most important strengths of distance education, including:

a) the student-centered approach to learning, in the sense that each learner is equally responsible for achieving learning,

b) the access to the material at any time and from any place (Graff, 2003),

c) saving time due to the absence of travel,

d) the ability to adapt the training schedule to the trainee's personal program,

e) cost savings due to the possibility of employing few teachers in many institutions (or education providers in general) and the repeated use of technological means to educate new student groups, and

g) the ability of professionals to upgrade their knowledge without having to move for this reason (Concannon et al., 2005). In general, ease of access to materials and services (Concannon et al., 2005) and flexibility in education - in the sense that the learner can determine the course of his / her own training - (Graff, 2003) have proven to be fundamental advantages of the distance education (Concannon et al., 2005).

However, despite the fact that the boom in distance education has been attributed in the past to the flexibility of this education model, the growing demand is now associated, according to some scholars, with the economic downturn (Roberts et al., 2011). The saving of financial resources is observed from both sides, both for the provider of the educational program and for the participant. Regarding the financial benefits of the provider, in addition to the possibilities mentioned above regarding the employment of fewer teachers and the repetitive use of technological means, the fall in the initial cost of technology means (personal computers, telecommunication systems, e-learning platforms, etc.) is used as tools in the distance education. In addition, the lower the provider's costs for purchasing the equipment, the lower the total cost of the provider and, consequently, the cost of participation for trainees (O'Malley & McCraw, 1999). Finally, the absence of travel of the participants contributes to the saving of travel costs.

The dilemma between a traditional model of education and distance education can often disappear by favoring the traditional model. This is because distance education is

considered to have some disadvantages, such as: a) difficulties in understanding the course information, which are magnified due to the physical distance and the lack of clarification of the expectations that exist in the course and b) the limited opportunities for interaction and communication, which imply a monotonous and inelastic teaching structure (Bisciglia & Monk-Turner, 2002). However, it should be noted that in recent years the technological framework of the distance education programs has resulted in enhancing the teaching practice with tools that contribute to both the comprehensibility of the educational material and the development of interactive actions (dialogue, assignments, etc.)

The interview of five experts in online education reveals some key factors due to which the traditional model may be favored over the distance education. These factors are:

- a) lack of knowledge of the advantages of technology used in online education,
- b) reduced interest in studying how learners use technology and pedagogical structures in online education,
- c) lack of training for the most advantageous use of technology,
- d) the lack of knowledge of the possibilities offered by the internet for interactive activities, and
- e) the lack of knowledge that collaborative e-learning environments promote interaction and do not enhance the learner's passive presence in the virtual classroom (Bisoux, 2007).

Mainly due to the view of limited interaction in the virtual classroom, the distance education has at times been charged with a lack of "educational" character. For this reason, it is common for a mixed methodology to be considered more adequate and to reduce the feeling of isolation, which is also very often found in the literature as a disadvantage of distance education (Leporini & Buzzi, 2007).

However, forums or other online communication services can help users overcome such feelings and encourage them to engage in face-to-face contact as well as

self-help groups (Leporini & Buzzi, 2007). In other words, internet services can refute many of the arguments that have been made in the past against the hedge model. In addition, there are studies that show that the performance of distance learners in online education can be at the same level as the performance of learners of the traditional model of education. All these researches that either demonstrate the possibilities and advantages of the distance education through the use of technological tools or prove that the distance education is not inferior to the traditional model of education (Erdogan et al., 2008) give a strong impetus to the model of the distance education.

Based on the type of technology used to implement the distance program, three "generations" are defined in the literature. The first form of distance education was based on one-to-one communication through correspondence and the exchange of printed or digital material between instructor and trainee (Dimitriadis et al., 2008). The development of this type education was an important social development, because it gave the opportunity to many people (residents of remote areas, workers and women) to be educated (Dimitriadis et al., 2008). The percentage of participants who complete programs based on this type of education is quite low (Hanna, 2003).

At the beginning of the 20th century, distance education was realized through the use of non-interactive electronic means, such as educational radio, educational television and video (2nd generation). These means do not ensure the interaction between the participants of the program; however, they offer the possibility of presenting the material by the instructor to many learners at the same time (Dimitriadis et al., 2008).

At the end of the 20th century, the 3rd generation of distance appears, which is based on interactive means of education through satellite technology and communication networks, which realize the two-way communication with image and sound. At the same time, educational applications appear on CD-ROM that facilitate self-regulated learning. In addition, some scholars speak of 4th generation of distance education, which is characterized by a combination of intense interactivity and strong

student-centered education. Given these two elements, the educational material is simply the trigger of the interaction for the achievement of education and learning (Dimitriadis et al., 2008).

A modern methodological program can be realized: a) with entirely online education (where all activities, including interaction between teachers and learners, assessments and teaching) are done through a network and b) through a hybrid model that combines online education with the traditional model and is called 'blended' or 'hybrid' (Allen & Seaman, 2010; Salomoni et al., 2008). The hybrid model aims to combine the advantages of e-learning and the effectiveness of the traditional education model. This distance education model includes a range of forms of teaching, as the degree of face-to-face teaching and distance learning can vary considerably. For example, a program can be structured in such a way that all the theoretical lessons are done remotely and all the practical ones are done with the physical presence of the participants in a space (Salomoni et al., 2008).

In addition, a modern distance education program can be implemented on the basis of modern services, asynchronous services or a combination of both. Modern are the services where the participants communicate with each other in real time, as is the case, for example, in the case of communication via video conferencing. In asynchronous services, each participant communicates at his own time, independently of the other participants, as is the case with e-mail communication (Dimitriadis et al., 2008).

The most common ways for the trainer to connect with the trainees are through audio conferencing, video conferencing, or computer conferencing at scheduled times. This model of education through modern services has managed to balance the percentage of trainees who complete their education and reduce the differentiation of distance education from traditional education. However, the restriction imposed by the scheduled meeting of participants is an obstacle for the participation of some people, especially adults who usually have increased responsibilities (Hanna, 2003).

In the distance education model where the connection of one instructor with many learners is realized through asynchronous services, the learners have various opportunities for frequent and constant asynchronous communication between themselves or with the teacher / instructor (Hanna, 2003). In addition, a distance education program can combine both types of services in a variety of ways, multiplying the communication opportunities of the participants. Thus, for example, teaching can take place in a modern way, while learners can exchange views on the course through asynchronous services.

The most common terms are online learning and e-learning. E-learning is a term that refers to computer learning as a whole. E-learning as a form of education or educational experience is at the point where information and communication technology meets education. The systems that support e-learning are appropriately designed to meet the flexibility needs of education, self-learning and lifelong learning (Li, 2010). It can include online educational materials and media, in general, multimedia or websites, discussion boards, collaborative software or groupware, e-mail, blogs, websites that allow you to create and edit (e.g., add text) by all users (wikis), chat with instant text messages (chat), environment simulations (simulations), learning management software, etc. (Leporini & Buzzi 2007).

The systematic and organized use of e-learning needs to govern 21st century distance education as well, especially when is studied in the light of special education and training. There are basic reasons why a distance learning model needs to be built on modern technological means. On the one hand, the internet has the potential to provide a fair environment where people of different cultures, languages, religions, genders and abilities can participate equally (Erdogan et al., 2008). On the other hand, education through internet and electronic systems can enhance motivation and interest in learning (Erdogan et al., 2008). In addition, ICTs seem to be infiltrating teaching and learning in general, at an ever-increasing rate (Kirkwood & Price, 2005). Especially in distance education, where the geographical distance between the participants is given, the

telecommunication interaction systems are used to connect the participants with each other (Simonson et al., 2000) but also to offer the pedagogical completeness in the education.

Society in its modern form is based on knowledge. Knowledge is considered the foundation of all aspects of society and the economy in general and, therefore, the ability to acquire knowledge quickly is more necessary than ever (Li, 2010). In the last two decades, the rapid development of technology has given a great impetus to the evolution of forms of education internationally (Li, 2010) with the aim of rapid and continuous acquisition of knowledge, lifelong learning and training. Lifelong learning and the heterogeneity of learners in terms of their demographic characteristics and professional employment, are considered key factors for the integration of education and technology (Concannon et al., 2005).

So, as technology can offer important training solutions and outlets to people who cannot follow a standard training program, in recent years the distance education has acquired a completely different character, as it relies on the use of advanced ICT. ICT serves the application of a number of educational methods to promote the active participation of learners in knowledge creation (Atan et al., 2004). Basic web applications governed by modern and asynchronous communication, support the effective communication interaction between learners and promote the involvement of teachers and learners in teaching and learning activities (Atan et al., 2004).

Technology governs the use of two different but interconnected elements of an ex-curriculum, the educational subject and the learning management system. The term learning object describes an entity, digital or non-digital, that can be used for learning, education or training (IEEE, 2007). At its core, the learning object is an entity that can be used in different teaching contexts (DeMarsico et al., 2006).

DeMarsico et al. (2006) point out a basic distinction between learning objects: a) learning objects that emphasize the means used to form them (media-centric type), that is, multimedia elements (images, text, videos, etc.) and b) learning objects that

emphasize the message-centric type individual components. They also suggest different types of learning objects, classified into categories, while identifying what each category emphasizes. The 1st category consists of explanations, descriptions and definitions (emphasis on the message), the 2nd consists of narratives, films and case studies (emphasis, primarily in the mean), the 3rd in examples and images (emphasis, primarily in the mean), the 4th from instructions and procedures (emphasis on the means and the message), the 5th from exercises, problems and exams (emphasis on the means and the message) and the 6th category consists of lesson plans, educational objectives, lesson outlines and syllabus (emphasis on the message) (DeMarsico et al., 2006).

Buzzi et al. (2012) note that the design of an e-learning system needs to be based on three basic principles:

- a) personalization (ie, taking into account the learner's cognitive background, goals, time and its rhythm),
- b) in experiential learning (that is, learning through practice, simulations, virtual workshops, etc.) and
- c) in active participation and cooperation with the other learners of the virtual classroom.

Special emphasis is given to experiential learning, learners' interaction and cooperation between them. Learning through collaboration, information retrieval, processing of educational material, practical application of information and friction with the object of learning is active learning. According to the learning cone of Dale (1969) active learning helps to retain a greater amount of information in memory and therefore to the faster development of knowledge. It is therefore of the utmost importance to ensure the possibilities of experiential learning and interaction of the trainees and to avoid the mechanistic process of the training, where the teacher transmits the information and the trainees reproduce it faithfully for the purpose of the final evaluation.

Thus, a learning management system needs to include a range of two-way communication tools and teaching aids to ensure interaction between participants. When a program uses only one teaching mean then there is either one-way communication or only one-way communication is effectively provided (Moore, 1993). Instead, the technological means used in the distance education need to be able to transfer the way students interact in a real classroom to a virtual classroom. Utilizing, first and foremost, modern services, one can conduct lectures in virtual meeting environments (eg a virtual classroom), group activities and interaction between learners and teachers. In addition, asynchronous services can be used to easily provide educational material and disseminate information sources, implement work and conduct discussions (Rao & Tanners, 2011).

Modern services are teleconferencing (audio conferencing and videoconferencing, ie remote communication of users via audio or synchronized video and audio transmission, respectively), the shared whiteboard (drawing whiteboard) (drawing surface where two or more people connected by different computers can draw simultaneously), shared application tools (programs that allow many remote participants to view and control an application), chat via text chats, and collaborative virtual environments (meeting and interaction environments) such as the multi-user communication spaces (Dimitriadis et al., 2008).

Asynchronous services are e-mail, news service (i.e., a set of electronic bulletin boards where each user posts their announcements and reads the updates of others), mailing lists (i.e., exchange) large groups of people, file transfer (i.e., file transfer over a data network and network connections), weblogs (or blogs) (i.e., an electronic log or data log on the World Wide Web), systems bulletin boards (i.e., systems that provide the ability to chat and write messages on a bulletin board and read the messages of other users who are registered, e.g. forums) etc. (Dimitriadis et al., 2008).

Despite the plethora of technological means that can be chosen for the organization of an distance education program, the effectiveness of education and the

pedagogical completeness of the program, as they result from the use of these tools, need to be studied extensively. Peters (2003) presents briefly, with the citation of studies that have been carried out, technological means that can be used in the distance education to achieve the educational goal, but also the management of key issues that arise in the distance education such as the issue of the isolation / alienation of the trainees and the issue of the interaction of the participants.

The ideological basis of the distance education has, in addition to economic and social implications based on the ever-increasing demands of the labor market, connotations of a sense of democratization of education through equal opportunities (Pant, 2005). This sense of democratization of education lies in the ability of the distance education to offer a fairer environment, where people of different cultural backgrounds, different languages and religions and people with different abilities and different physical characteristics can participate equally in education. After all, in an advanced society the possibility of education must be available to every individual, regardless of cultural or economic differentiation and disability (Li, 2010), since education can guide man to success, helping him to develop his dynamics, to live his life based on his choices and be fully integrated into the social environment (Salomoni et al., 2008).

After all, the fundamental goal of distance education is to create educational opportunities for those individuals who have failed academically in their previous lives but wish to continue their education efforts at their own pace without time and space constraints (Monk & Hitchen, 2005). In other words, the distance education aims to create educational opportunities for people who do not have the ability to attend or meet the requirements created in a conventional classroom (Pant, 2005).

Online courses by default can offer alternatives and adaptations. For people with physical disabilities (for example, mobility problems) the distance education provides online access to learning and education at any time and from any place. The digital environment facilitates adaptations to educational material for people with sensory or

other problems, while offering alternative forms of educational activities for people with learning disabilities (Rao, 2012). Thus, by offering access to digital teaching materials and learning and teaching technologies, distance education multiplies the opportunities for improving and developing skills and knowledge. This multiplicity is particularly important for people whose opportunities are limited and can redefine their place in the knowledge and learning society.

In particular, the development of e-learning opportunities has substantially contributed to the reduction of digital and educational segregation for many population groups, such as groups of people with physical disabilities (Doush & Pontelli, 2010). In this way e-learning has the potential to successfully and effectively offer education to people with disabilities (Debevc et al., 2007) and to bring people with disabilities from the margins of educational opportunities to first line of innovative educational actions (Evans & Douglas, 2008). People with disabilities should have equal opportunities to acquire knowledge and skills in the new socio-economic conditions and not be deprived of the opportunity to follow the pace of the modern era, in order to be competitive units in the labor market.

However, due to the lack of accessible digital environments and the sporadic accessibility of training programs, disabled people may need to overcome significant barriers to completing their primary and secondary education and pursuing higher education in higher education studies or attend specialization and continuing education seminars.

Disability also causes difficulties in the education especially in mobility to and from training facilities and access to environments and training materials during and after higher education. These difficulties require drastic solutions which may involve a complete overhaul of the teaching methodology and the means and / or material used. Distance education can provide the flexibility needed to make these adjustments (Monk & Hitchen, 2005).

The main objectives, then, are: a) to reduce the percentage of disabled people who delay or drop out of school, b) to minimize the percentage of disabled people who are trapped in a predetermined vocational orientation or are unable to meet the ever-increasing requirements of employment status and (c) enhance training opportunities in terms of quality, geographical dispersion, thematic scope and effectiveness.

To achieve the above objectives, it is crucial to utilize the distance education which:

A. Can offer training characterized by flexibility and comfort. The ability to access educational materials and use a virtual learning environment modern or asynchronous can be valuable for disabled people who have difficulty with space (ie mobility) or time (Leporini & Buzzi 2007).

B. Includes computer communication that can contribute positively to social relationships and bring about a kind of bias-free interaction (Arrigo, 2005; Kirkwood & Price, 2005). ICT can create opportunities for disabled people to interact with their peers and educational materials through active communication, achieving both social and academic learning goals (Evans & Douglas, 2008). In particular, the use of technological means of interaction promotes a different kind of communication that is intact from the prejudices and negative bias associated with the physical characteristics of some learners. Thus, these learners can now participate in the training unaffected, devoting their attention to the teaching practice, something that with the face-to-face contact of the learners with each other was not always possible (Kirkwood & Price, 2005).

C. It has the means to adapt the educational material and teaching methodology to the needs of the learner (Leporini & Buzzi 2007). The educational material addressed to people with different abilities must be presented in multiple parallel or alternative ways, that is, adapted to the abilities and needs of the learner. Thus, the material based on the use of visual, audio, etc. media should be given with different coding, so that each trainee can perceive it through other senses at his disposal (DeMarsico et al., 2006)

D. Greater variety in educational experiences through the introduction of multimedia and multiple ways of presenting teaching materials (Leporini & Buzzi 2007).

Therefore, provided that the tools and equipment are fully accessible to disabled people, the "anywhere and anytime" nature of distance (e-learning) may be the only training opportunity for these individuals. (Li, 2010), as it can promote inclusion in higher education (Fichten et al., 2009), vocational specialization and lifelong learning.

In reality, however, even today, people with disabilities live in the world of information apartheid (Koulikourdi, 2010). Nowadays, in the age of the information society, disadvantaged or marginalized population groups, including the unskilled, the disabled and the elderly, face the risk of further marginalization. As access to information is a fundamental right, excluding individuals from disseminating information in an easy and accessible way is particularly critical, especially for those already at risk of being marginalized due to other difficulties (Klironomos et al., 2006).

When people with disabilities browse the internet, they do not enjoy the same benefits as people without disabilities. This is thought to be one of the main reasons why people with disabilities do not participate in distance education programs (Rodríguez et al., 2006) because they incorporate more and more complex educational materials and e-learning methods (Armstrong et al., 2006). Thus, while e-learning can be a great educational opportunity for disabled people, it can also ultimately exclude them from the educational environment when interaction tools and educational materials do not ensure full access (Buzzi et al., 2009).

Distance education for all the students is a choice that, it seems, has come to stay because of the COVID-19. It will be used at every opportunity, for any kind of replacement. From squatting and strikes, to natural disasters and teacher vacancies across the country. Mainly on this side of the distance lies the disagreement and skepticism of the majority of teachers, in our opinion and not as a tool that has already had its application in the educational process.

All opinions converge on the fact that distance learning cannot be education with the content of the term. Maybe training and that's a lot. That is why there can be no equivalence between digital and real school. Skills development yes, but has nothing to do with traditional teaching. For most, if not all, the most vulnerable part of education are the students of the Special Education. Bibliographically it is estimated at a percentage of about 10% of the total student population. In our country it appears a little over 3%. If we add to this the foreign students, Roma, the percentage increases significantly. Let's think now, how things become, when we e-educate young students who belong to the field of special education at the same time. How to watch, for hours, screens, students with disabilities, hyperactivity, autism, students who need a multi-sensory approach, graph-motor intervention and a host of other peculiarities that, even in regular classes, teachers cannot give them easy. How can the parallel support or even the integration department be implemented in practice without lifelong intervention?

In addition, a large percentage of students, who have the greatest need for support, are often completely out of distance education for many reasons. Either because they do not have electronic infrastructure at home or because parents cannot be constantly by their side, or because the system has its ups and downs and a has no voice, one has no image, either, etc.

2.3. The departments of integration and parallel support in inclusive education of children with special educational needs

According to article 6 of Law 3699/2008, students with disabilities and / or special educational needs and / or disabilities can study in specially organized and staffed integration departments, which operate in general schools and follow two types of programs. The integration departments have no administrative status and are attached

to general education schools. Their institutionalization began with Law 1566/1985 and Law 2817/2000 as special classes and later they were renamed integration departments.

The term special class was unfortunate, as it does not refer to any class in the school, but is a special program for children with special educational needs and / or disability in the class of the general school (Polychronopoulou, 2001) they had learning difficulties or behavioral problems for a few hours a week and then attended general class. They were divided into two types depending on the time of study: special class I full-time and special class II part-time (Christakis, 1994). Then children with other educational needs began to study.

Today it is the only model of school integration in Greece. The institution of special classes evolved very quickly, since from 1983 to 1997 703 were established mainly in primary education and very few in secondary education (Georgopoulos & Dialynas, 2002) without thus ensuring a continuity in special education. Their organization and operation had a common framework in terms of housing, the assessment process and the number of students. The practical benefit of the special classes was important, as many students improved their cognitive field (Christakis, 1994). Also had a positive effect on the cooperation and involvement of parents in the integration process, while contributing significantly to information and awareness of general education teachers showing a positive attitude towards students with special educational needs and / or disability. Despite the positive elements that emerged, the main argument of criticism they received is that because students are removed from their classrooms, segregation and labeling are enhanced (Zoniou - Sideri, 1996).

In terms of their operation, as mentioned above, they operate in two different modes of programming. The common and specialized program defined by KEDDY for students with mild educational needs and has as an upper limit of 15 teaching hours per week. Students who have received the necessary evaluation and opinion from KEDDY (Polychronopoulou, 1999), but also children who have not received this opinion but always with the consent of the school counselor EAE can attend the department of

integration. For the establishment and operation of an integration department a precondition is the participation of at least three children and a relevant proposal from the diagnostic service. In the case where school units are co-located then the integration departments are merged and the allowed number of students in them per integration department is twelve. The second program is that of the specialized group or individual extended schedule determined by a proposal of KEDDY and concerns students with more serious educational needs. In these cases, with the consent of KEDDY, a specialized program is followed that is based on the needs and capabilities of these students and is independent of the public.

The integration departments are spatially housed in the formal education school and are attended by students with mild educational needs, behavioral problems and low school performance and the lessons take place for a few school hours during the week. The educational programs are tailored to the needs of the student and individual or group teaching is provided in a specific area of the school. In the integration department there should be rich supervisory material, computer less desks and depending on the educational need of the student there may be a rest area. The responsibility of educating the student with special educational needs and / or disability is shared between both the class teacher and the teacher of the integration department. The teaching practice in the general classroom is that of co-teaching and there is cooperation between the teachers of special education and general education in order to make modifications and adjustments in teaching, but also to evaluate the student's progress.

Nevertheless, Greek education has given negative impressions with samples of reduced tolerance for diversity and great inelasticity due to the easy referral for assessment of students who are considered difficult, in order to join the field of special education. The integration departments maintained the separation within the general school by expelling children with special educational needs and / or disability from the general classroom as the schools are not prepared to deal with the diversity of students by shifting their own inadequacies and problems to disability and pathology of students

(Lachana & Efstathiou, 2015). Thus, the question is the adaptation of the school to the individuality and uniqueness of the student and the creation of an educational program adapted to his needs and not the adaptation of the student to the provided educational program (Papapetrou, et al., 2013). Integration aims at education and upbringing for all students without exception in a school for all, something that can not be done without political will, assessment of the current situation and the adoption of an inclusive philosophy (Lahana & Efstathiou, 2015).

There are many references from both the Greek and foreign language literature on the advantages of the integration departments. Most of their benefits for children with special educational needs and / or disability are mainly psychosocial and learning (Kochhar, West & Taymans, 2000).

Research in both primary and secondary education has shown that the performance of these students in the general classroom in the cognitive and social fields has improved (Mastropierri & Scruggs, 2001). The main advantages of studying in an integration department instead of a special class are the development of social and communication skills (Altman & Kanagawa, 1994), maximizing the chances of interaction with children of normal development (Buisse & Bailey, 1993) and achieving the goals of the individualized educational program (Gena, 2002). In a study by Christinakis (2011) the participants reported that the integration departments also contribute to the reduction of student dropout, the main cause of which is school failure due to learning difficulties. The specialized educational staff together with a specialized program adapted to the abilities of the students leads to the improvement of the school performance and behavior. In a research of PI (2007) it is stated that the departments of integration are considered an effective measure to deal with school failure and student dropout. Georgopoulos and Dialynas (2002) report that students studying in the integration departments develop in the field of knowledge by giving them the self-esteem they needed to cultivate their social skills. According to the researchers, such a difference is due to the interaction of children with their peers, their participation in

social activities that take part outside of school, but also the existence of support staff. The inclusion of children in a school of formal development facilitates the creation of friendships and the development of the social network (Helmster, Peck & Giangreco, 1994). Also, according to Matsagouras (2000) the students of the integration departments, in addition to their development in the cognitive part, developed other skills making them more acceptable to their teachers and classmates, a fact that motivates and encourages them to have a more active participation in school activities.

Another element that increases the feeling of satisfaction for the way the integration departments work is that the approach there is student-centered and the teaching methodology is more appropriate, contributing to the creation of a positive result (Patsalis, 2008). The above advantages can not go unnoticed, as these children usually show reduced social skills and low academic performance, receiving rejection and marginalization and leading them to depression (Vaughn & Haager, 1994), which is likely to follow them in their adult life.

More generally, through research findings, the benefits of integration concern the improvement of interpersonal skills (Forrest & Maclay, 1997), their self-esteem, their self-confidence (Slavin et al., 1996), behavior and willingness to learn (Banerji & Dailey, 1995). The development of feelings of camaraderie and self-confidence was also observed (Ritter, Michel & Irby, 1999) due to the establishment of relationships with their peers (D 'Alonzo, Giordano & Van Leeuwen, 1997). They operate in the same educational and social environment as their peers, while it is possible to teach the same curriculum in the general classroom with the help of a special educator (Mastopierri & Scruggs, 2001). The same is confirmed by a research by Imellou (2007), where he states that in the first days the students of the integration departments feel embarrassed and afraid of being cut off from the classroom environment, however their attitude gradually changes and due to the support they receive they develop their self-perception, their self-esteem while cultivating communication skills.

The benefits of integration do not only concern children with special educational needs and / or disability, but also children of normal development. According to research, there has been an improvement in the learning skills of children typical of development, since the presence of a second teacher in the class reduces the teacher-student ratio by providing a more individualized and collaborative teaching (Kochhar, West & Taymans, 2000). Collaborative learning improves the areas of reading, language and vocabulary, while developing empathy, understanding and acceptance of otherness, interaction and communication by educating children to see their classmate as a child and not as something foreign by reducing prejudices (Stainback & Stainback, 1990). The general class teacher also gains benefits, as he better understands the individual differences between students, while at the same time improving their teaching skills through his collaboration with specialists working in special education (Karagiannis, Stainback, & Stainback, 1996). He also improves himself as a person who becomes aware of the acceptance of diversity (Eleftheriadou, 2015).

Finally, the parents of the children also receive positive messages from the operation of the integration departments, since through this process they understand and accept the difference of their children, while at the same time relationships of trust and security are created with the special educator, who takes care of these children. All levels, but also feelings of satisfaction are born for the participation of their children in the educational process (Eleftheriadou, 2015). Long-term friendships, self-esteem of the child and better integration into the general curriculum are some of the advantages mentioned by the parents of these children (Mastopierri & Scruggs, 2001). According to research by Kontopoulou and Tzivinkou (2004) the parents of children with special educational needs and / or disability receive a positive effect from the integration departments as they feel satisfied with the existence of a space for their children in the general school. Having a good cooperation with the special educator they understand the skills of their children and their satisfaction increases in terms of their learning course.

In summary, the benefits that result from the operation of the integration departments are the improvement of the self-feeling and self-image of the children with special educational needs and / or disability. In addition, their psycho-emotional development, the development of their social and cognitive field, the acceptance of diversity by all members of the class and the change of their behavior which implies a reduction of negative attitudes and perceptions, thus eliminating marginalization phenomena by acquiring school. the humanistic character it should have (Cole, 2006; Tafa & Manolitsis, 2003; Giangreco, 1997).

Nevertheless, several reservations are expressed mainly by teachers about inclusive education. The departments of integration create contradictions in the curriculum and blur the concept of integration that takes place outside the general classroom, but within the general school (Karagianni, 2008). The main problem of integration lies in the fact that the appropriate adjustments are not made to the curriculum, teaching methods and practices that will aim to develop the basic skills of these children (Scruggs, & Mastropieri, 2013), but also the heterogeneity between of children in the integration departments, as some face mild learning problems and others severely hindering in this way the positive interaction between them and the collaborative teaching reinforcing feelings such as rivalry, marginalization and competition. In addition, research with general education teachers showed that there was no adaptation of the curriculum to the needs of students by offering a more specialized approach, but they were content to diversify their work and reduce their number with the logic that the cognitive requirements of these students are less (Zoniou - Sideri, 2012).

Initially, the first consideration is the additional time that the class teacher must spend in order to create an individualized teaching program adapted to the abilities of children with special educational needs and / or disability, but also for attending special education training programs (Gena, 2002). In a study by Baines, Baines, and Masterson

(1994), teachers argued that preparation time for teaching these children was more time-consuming than formal education, and that their learning pace was clearly slower.

Also, the number of children in a class is a brake, since the larger it is and in combination with the existence of children with special educational needs and / or disability, it greatly reduces the teacher's involvement with each child. This was shown by the research of Scruggs and Mastropieri (1996), where teachers agreed on the fact of reducing the number of students in the general classroom in case of a child with special educational needs and / or disability. In addition, problems are created in the organization of the school environment, since in many cases an integration department is created with many students who have increased needs, but the time allotted to them is short. The large number that exists in the integration departments is mainly due to the fact that students who do not have an official diagnosis from KESY can enroll (Bilanaki and Tragoulia, 2010).

In addition, there are many cases in which children of normal development reject, stigmatize these children discouraging their social progress (Sabornie, 1987) due to the departure of students with special educational needs and / or disability to be transferred for a few hours to the Department Integration (Bilanaki and Tragoulia, 2010). Teachers feared the negative effects and frustrations on their experiences with their interaction with children of normal development (Dumke, Krieger & Schäfer, 1989). There are also reservations on the part of parents about the quality of education of children of formal development (Smith, Polloway, Patton, & Dowdy, 2001).

The teachers of the general class report as another important problem the lack of education and training in special education creating their feelings of inadequacy in terms of receiving effective integration strategies (Panteliadou & Kotoulas, 1997), while they also mentioned lack of suitable designed spaces and educational material (Dumke, Eberl, Venker, & Wolff-Kollmar, 1997). Finding of PI (2008) for Greece states that the material and technical infrastructure of many schools shows shortcomings and several gaps, while a research of PESEA in 2005 (Efstathiou, 2007), which examined the

adequacy of 510 integration departments found that only 19.2% are housed in suitable rooms. These deficiencies are reinforced by the results of EPEAEK (PI, 2004), where according to this 54.7% of the integration departments operate in auxiliary spaces, warehouses, corridors, while only 26.5% operate in regular rooms.

Another problem is the changes in the role of the teacher, where the integration may cause an identity crisis in the teachers, since changes are made in their role in the school (Sage & Burrello, 1994). The general class teacher used to have no responsibility for the progress of students with special educational needs and / or disabilities and worked alone. With the integration, the general education and special education teachers cooperate for the learning and social development of children with special educational needs and / or disability and at the same time share the responsibility for their progress (Epstein & Elias, 1996). However, there are often disagreements, but also problems in assessment, teaching planning, supervisory tools and parental counseling.

In addition, Wiedmeyer and Lehman (1991) expressed similar concerns about the effectiveness of support programs, i.e. whether they meet the individual needs of students. They claimed that children in special classes face problems such as: a) being socially stigmatized, b) not being able to generalize the skills they had in general classes, c) general education teachers were not responsible for the learning needs of students with special educational needs and / or disability, d) there was often a lack of communication between general education and special education teachers. These four problems are also observed in the Greek reality. However, another concern that does not apply to Greece, but to other countries abroad, was that, e) students with special educational needs and / or disabilities may not have attended school or classroom events because were in the special classes for the same period of time.

According to a research that examined the views of special educators for the integration departments, the factors that contribute to the students forming a positive attitude towards this institution are the pedagogical atmosphere, the small departments,

the individualized teaching approach according to the individual needs of each child but also the experience in combination with the knowledge of the teacher (Patsalis, 2008).

The positive, friendly and warm environment of the integration departments together with the appropriate organization helps the students to develop their self-esteem. Also, according to Georgopoulos and Dialynas (2002) the students who participated in integration departments developed social skills making it easier for them to integrate into the pedagogical and social development of the classroom, but also of the school in general, while due to the small number of students participating separate and individualized teaching practices performed by children experience success by giving them confidence, while at the same time improving their performance in the general classroom (Patsalis, 2008). Students develop skills that allow them to participate in general classroom activities as well, making them acceptable to their teachers and classmates, creating opportunities for their active participation (Matsagouras, 2000).

In addition, the integration departments due to the specialized educational program they provide contribute to a great extent to the reduction of student dropout, as it is directly related to school failure and learning difficulties, while the attitude of students changes for the school, since through encouragement, Rewarding, emotional support and appropriate educational approaches increase their self-confidence and reduce their negative attitude towards school, which comes from low self-esteem and learning difficulties.

Another research (Eleftheriadou, 2015) states that children studying in the integration departments have left the marginalization of the classroom, while they can afford to have an exclusive teacher, who will adjust the educational part according to his pace and needs. providing him with ongoing encouragement and emotional security. The same research also refers to the benefits they offer to the integration departments. Initially, special education teachers reported that their involvement with people with special educational needs and / or disability offered them self-improvement, professional development and awareness of the acceptance of diversity. Regarding the

students, they said that the integration departments give advantages in both the cognitive and the social sector, with the ultimate goal of their full integration in the regular classroom. The socialization, self-confidence and supportive relationship between child and teacher full of confidence that is created are the main benefits of this institution. Finally, in addition to the children, the positive effect of the integration departments is transferred to the children's parents, since through communication and cooperation they understand the child's skills and their satisfaction for the upward progress of their children increases.

The most recent law on special education (3699/2008, article 6) in Greece states that children with special educational needs and / or disabilities have the right to attend general school always with the support of properly qualified teaching staff. In other words, it is the coexistence and co-teaching of all children regardless of individuality and educational needs (Lioudakis, 2000). In Greece the model of co-teaching is called parallel support.

In parallel support the special education teacher is with the student who has special educational needs and / or disability in the general class and helps him, while at the same time the teacher teaches all the children. The students provided by the parallel support are children who can attend the general education curriculum with the appropriate individual support. Students with severe special needs can also study at this institution when there is no other framework of special education and training in the area where they live (SMEAE, department of integration) or when it is judged by KEDDY based on an opinion that will determine the hours of parallel support that will accept the student. The support is provided by the special educator on a permanent and planned basis. The KEDDY after the diagnostic evaluation that they carry out in the child and with the necessary opinion are responsible in judging a more educational context is more suitable for this. Thus, the parents request the provision of parallel support for their child and receiving the relevant opinion from the KEDDY is submitted

to the management of the school unit and finally notified to the Ministry of Education (Law 3699/2008).

Many studies have looked at whether co-education in parallel support is effective or not. For this reason, two opposing views have prevailed. The first, which supports this model and the second, which considers it unrealistic and fair (Taylor & Harrington, 2003). This section will discuss the benefits of co-teaching in the institution of Parallel Support, which according to research that has examined the attitudes of teachers, students, parents and school administration is a very promising positive integration practice (McDuffie et al., 2007).

The application of this model of education offers both professional benefits to teachers, as well as academic, social and emotional benefits to students (Strogilos et al., 2015). The education of children with special educational needs and / or disability in the general classroom together with students of formal development brings benefits to their cognitive and social skills (Anderson et al. 2007). According to a research by Arvanitidou (2018) general education and special education teachers with more than 10 years of service recognized the benefits of children participating in the institution of parallel support in terms of social, emotional and academic sector. It also reduces racism, stigma and marginalization, phenomena created by the removal of the child from the classroom. Research by Koutroumba, Vamvakaris and Theodoropoulos (2008) showed that a large number of teachers who participated reported that it contributes to the social integration of children with special educational needs and / or disability, but also to the removal of prejudices. The cognitive part of children with special educational needs and / or disability develops more by improving their academic performance, as well as increases their self-confidence by interacting and developing friendships with their peers (Walther-Thomas, 1997). Improving children's cognitive performance may also be related to having two teachers in the classroom. Teachers report that children with special educational needs and / or disabilities benefit from the social standards of typical developmental students related to their behavior, functionality, work method and

knowledge (Panagiotou, Evangelinou, Doulkeridou, Koidou & Mouratidou, 2009). In addition to the academic and social benefits, inclusive education also provides benefits in the psycho-emotional field of students with special educational needs and / or disability, enhancing their sense of "belonging" which is a prerequisite for learning (Shaffner & Buswell, 2004). The same is shown by the research of Arnidou (2007) where the participants talk about the progress of these students in the psycho-emotional field, since children socialize, communicate and play with other students in the class, gaining various experiences living the rhythms of a normal class.

Co-education offers benefits to children with disabilities, but also to those without disabilities, since educational strategies are modified (Tsiouli, 2015). At the social level, students of formal development perceive the difficulties faced by these individuals by developing feelings of interest, social sensitivity and solidarity, support them, help them and develop better communication, social and emotional skills (Anderson et al., 2007). This fact is confirmed by research data that according to teachers, children with disabilities who attend co-education classes show greater understanding and acceptance of diversity and respect for others, gain strong self-esteem and build friendships more easily (McCarty, 2006). Arnidou's (2007) research showed that students of formal development accept the different, deconstruct stereotypes and help them to function democratically and equally in their later life, understanding the different needs of each individual and gaining emotional competence. The general behavior of students without disabilities can change and become more positive regarding the integration of students with special educational needs and / or with disabilities (Panagiotou, Evangelinou, Doulkeridou, Koidou & Mouratidou, 2009). In short, it promotes the emotional and social development of students of typical development in terms of support, acceptance and respect while promoting the democratic feeling (Soulis, 2008). Also, children in co-teaching classrooms can improve their learning needs by receiving high quality educational services (Sileo & Van Gardenen, 2010). Also, the education of children with special educational needs and / or disability in the school of their neighborhood

helps them in their subsequent social and professional integration (Kypriotakis, 2001). Students with low performance are favored by the practices and techniques of inclusive education, since with the modifications of the curriculum, alternative teaching methods and the presence of specialized staff the class coherence becomes greater (Anderson et al. 2007). Even "good" students have opportunities to participate in enriched work, while children at risk of school failure receive additional teaching support to improve their academic performance (Friend & Cook, 2013). Thus, it is understood that more favorable learning conditions are created for all students in the class, while at the same time the ratio of students per teacher is reduced, making the educational process easier and more efficient (Mavropalias, 2013).

However, teachers also benefit from the parallel support and the model of co-teaching, since through their cooperation they can and exchange useful knowledge and skills. More specifically, educators acquire more knowledge with academic content, while general educators improve their teaching strategies and behavior management, as well as acquire some knowledge of special education (McDuffie et al., 2007). In general, they develop a spirit of collaboration by creating a wide range of teaching methods that will be relevant to all students (Power-deFur & Orelove, 1996). In this way they evolve and satisfy their need for self-improvement. Also, through the model of inclusive education, the parents of the children are favored, since they come in contact with other parents, discuss and are active in solving common problems.

In addition to the benefits for students, teachers and parents, inclusive education also has a positive impact on a humanitarian level, as discrimination and prejudice are eliminated, a climate of social solidarity is created, equal participation of all children in education is ensured, and the policy of exclusion accepting diversity (Soulis, 2002). However, apart from its advantages, several researchers due to the inability of the education system to meet the requirements and conditions for the inclusion of children with special educational needs and / or disability in general school express several doubts about its success and are against it.

Bateman and Bateman (2002) argue that general education is not suitable for such students, as there is no individualized teaching or special support from speech therapists and occupational therapists in special schools (McCarty, 2006). In a study conducted in Australia, teachers reported some disadvantages of inclusive education, the main ones being: the time to prepare the teacher to be informed by the psychologist about issues related to the education of people with special educational needs and / or disability, the time preparation for the teaching of these students and the behavioral problems that arise in the general classroom hindering the learning of other children (Anderson et al., 2007). The problem of the time of special preparation for the co-education course in parallel support was also highlighted by a study by Davlanti (2019). The same was shown by a research by Soulis (2008) on the parents of children of typical development, who had doubts about the quality of education provided to their children when they first came in contact with such a learning environment. Greek research has shown that negative results were recorded for typically developing children through inclusive education (Zoniou - Sideri and Vlachou, 2006).

Another issue that arises is the lack of support of the school management to the teachers in the process of inclusive education. With the principals of the school units stating that their involvement with bureaucratic issues is sufficient. Thus, teachers state that due to their limited time they can not be effective, since dealing with each student individually and the requirements of the program are very high (Valeo, 2008). Special education teachers in Greece also have a limited time, since many times the recruitments are not made from the beginning of the school year, but can take place 2-3 months or more, wasting valuable time by the student. Thus, for the Greek data, there are programming problems for which the Ministry of Education is responsible (Mavropalia, 2013).

Also, in order for co-education to take place in the institution of parallel support, it is necessary for the general education educators to be trained in special education issues. However, their training is characterized as insufficient after research by

Panteliadou & Patsiodimou (2000) and Panteliadou (2004). For this reason, participants in a research by Mavropalias (2013) stated that general education teachers participated little or not at all in the formulation of the individualized educational program. For this reason, the training of general education teachers is considered necessary since they either have incomplete knowledge or do not have it at all so that they can integrate students with special educational needs and / or disability into the classroom (Avramidis & Kalyva, 2007).

Another disadvantage that applies mainly to the Greek reality and is found in the implementation of the institution of parallel support is the lack of logistical infrastructure, the difficulty of the curriculum, the lack of a specific curriculum for students with special educational needs and / or disability, the lack of time and willingness to collaborate and the size of the classrooms. For this reason, the need for financial resources from the political leadership to cover these problems is considered imperative (Pagotou, 2018).

In addition, a serious disadvantage is the serious disorders that some students experience, since many times due to their inappropriate behavior (anger, stereotypes, etc.) they interrupt the lesson in the general class, are isolated and stigmatized. By disrupting the lesson in this way, the rest of the normal developmental students cannot develop to a degree that would have been possible without these children in the classroom. Thus, instead of benefiting and socializing, these children are stigmatized while co-education is considered useless, intensifying inappropriate behavior, which could be reduced through specialized teachers. The same refers to a study by Tsiomi (2014) where some teachers are negative about having children attend a general school, since these children also hinder the educational process and progress of other students, but they themselves do not benefit at all. According to Kazantzidou (2010), inclusive education is possible for students with moderate mental retardation and learning difficulties and dyslexia, but impossible for students with speech problems, severe autism and sensory problems (Koutrouba et al, 2008). Placing a student with special

educational needs and / or disability in general education does not ensure his / her social participation in this environment, but he / she may face difficulties, such as limited friendships and lack of acceptance from other children (Koster, Pijl, Nakken & Van Houten, 2010). Research by Loire (2016) showed in terms of the essential relationships of these students with their classmates outside of school that the latter do show a positive attitude, but in fact rarely have contact with them, a fact that is confirmed by other research (Patsidou, 2010) showing that the benefits of inclusive education in the social sector within the school environment are temporary. According to Cole (2006), the prevailing view is that inclusive education is only suitable for children who can be included in the general classroom with the least possible support, while it is stated that it is preferable to have children with physical disabilities in co-educational schools rather than with behavioral and emotional problems, as the latter create a negative impact on the other children in the class. In agreement is the research of Keramari (2017) where general education teachers are hesitant and express concerns about parallel support and co-education, as they believe that some more difficult cases of children should go to a special school.

An issue also arises from the abstention of additional supportive intervention, ie co-education in the form of simple coexistence. Simple coexistence does not provide systematic support to these students to help them acquire social skills and build relationships with other children. In addition, special interventions are necessary in the general classroom, so that students with special educational needs and / or disabilities receive the appropriate education, since without it there is a risk of implementing full inclusive education, which although it is a democratic idea can not practically lead to exclusion and segregation (Kavale & Mostert, 2004).

Finally, reservations are identified regarding the long-term benefits of inclusive education in the field of social inclusion of students with special educational needs and / or disability. There is a view that the friendships that are created in the school after the graduation of the students are lost and with them disappear the long-term benefits of the

co-education. School is an artificial environment and can not affect the relationships in the lives of children during their lifetime. Thus, their relations in the local community should be strengthened, but also additional measures should be taken for their socialization (Brown & Shearer, 2004).

According to research data from various studies, teachers believe that the institution of parallel support and co-teaching is a useful and important model that offers children with special educational needs and / or disability an effective teaching. In a research by Mavropalias (2013) teachers characterized parallel support as a type of work that helps children with special educational needs and / or disabilities develop their cognitive, social and emotional skills, improve them orally and linguistically, strengthen of their autonomy and self-service, but also as a kind of childcare. In the same research, the teachers stated that through the parallel support, the students with special educational needs and / or disability are given the opportunity to coexist and interact with their peers, achieving their goals more easily and avoiding their labeling, making them more acceptable, while reporting that the institution of parallel support has a positive impact on students without special educational needs and / or disability, as they are supported in learning by a second teacher. In addition, they raise awareness of diversity issues, develop social skills and interact with children with disabilities. The benefits are not limited to the students, but also to the teachers and the parents of these children, since the former through cooperation and communication improve their professional skills and their inclusive culture and the latter due to the cognitive and social - emotional development of their children experience pleasant emotions.

Also, another research showed that children with mild educational needs should be taught in the general classroom and their referral to special health units should be done in exceptional cases and that the curriculum should be adjusted according to the needs and preferences of students with special educational needs and / or disability must be done in collaboration with the general education teacher and the special education teacher. In addition, the expert educators in this study stated that the main foundation of

parallel support and inclusive education programs is the cooperation and good interpersonal relationships with general education teachers (Kampanellou, 2011). In international research, teachers emphasize the importance of working with general education teachers, as in this way co-teaching is more successful. Their collaboration takes place to modify the teaching environment, curriculum, materials and teaching methods, while teaching together on a daily basis to incorporate integration practices (Fennic, 2001).

However, a large proportion of specialist and general education staff feel that they are not sufficiently prepared to apply the co-teaching model (Austin, 2001). Similar results were shown by the research of Mastropieri and Scruggs (2001) who report that 1 in 3 teachers is only properly prepared to implement a co-education program in their classroom. The same critical issue is highlighted in the World Disability Report (2011), as appropriate training is a key issue for teachers to feel able to teach children with different needs. This training should focus not only on providing knowledge and skills, but mostly on perceptions and values.

In the research of Kabanellos (2011) the teachers of parallel support believe that in order for the institution to be effective, there must be knowledge in terms of adapting the requirements of the curriculum to the learning preferences of children with special educational needs and / or disability. Also, according to Mostert (1998) the co-teaching program should include issues related to the type of diagnosis of children with special educational needs and / or disability, while teachers to be more effective it is important even at the undergraduate level to be trained in collaborative teaching and how it is applied in school.

The parallel support helps students with special educational needs and / or disabilities to face difficulties that are found mainly in the social sector, as well as in communication and behavioral problems, but also that it offers smooth integration into the general class, thus giving an emotional pleasure. Its usefulness lies in the fact that these students receive individualized support from the special education teacher for the

entire school day in the general classroom without leaving there, but he co-educates with his classmates. For each student with disabilities and special educational needs, the Individualized Education Program is designed by the interdisciplinary team of the relevant KEDDY, compiled and implemented by the competent teacher EAE, in collaboration with the class teacher, the school counselor EAE and the counselor Special Educator. The parent or guardian of the student and the SPC of SMEAE also participate in the design of the EPA, after an invitation from the relevant KEDDY (N.3699 / 2008).

Parallel support could be mentioned as a model of coexistence and co-teaching of all children regardless of individuality and educational needs (Lioudakis, 2000). Arnidou (2007) research showed the progress of PS students in the psycho-emotional field, as children socialize, communicate and play with other students in the class, gaining a variety of experiences living the rhythms of a normal class. Also, according to a research by Arvanitidou (2018), general education and special education teachers with more than 10 years of service recognized the benefits of children participating in the institution of Parallel Support in terms of social, emotional and academic.

A study by Mavropalias (2013) states that children with special educational needs and / or disabilities who participate in parallel support have improved their emotional skills. In the same study, teachers described Parallel Support as a form of work that helps children with special educational needs and / or disabilities develop their cognitive, social and emotional skills, improve their oral and language skills, enhance autonomy and of their self-service (Mavropalias, 2013). In addition, parallel support is useful for these children because of the benefit of the social standards of other classmates, which is associated with improved behavior (Anderson et al., 2007).

The integration classes are necessary to fill the learning gaps of the students so that they can integrate smoothly in the general classroom following without difficulty the flow of the lesson. The effectiveness of the integration classes is in the specialized programs prepared by the special education teacher having first studied the strengths

and weaknesses of each student individually. In this way, the difficulties faced by each student are addressed in a targeted way and at the same time he / she attends the curriculum of his / her class. According to Patsalis (2008), due to the small number of classes participating in the program and the specialized programs implemented in it, children improve their performance in the general class, while at the same time experiencing success they feel confident and self-esteem. Moreover, the same refers to a research by Eleftheriadou (2015) according to which the learning process in the integration classes is adapted to the learning needs of the students in order to be able to have a full and smooth integration in the regular classroom following the rhythm of the others their classmates.

In a study by Christinakis (2011) the participants reported that the Integration Departments also contribute to the reduction of student dropout, the main cause of which is school failure due to learning difficulties. Additional research by the Pedagogical Institute (2007) states that the Departments of Integration are considered an effective measure to deal with school failure and student dropout by extension.

Georgopoulos and Dialynas (2002) report that students in the Integration Departments develop in the field of knowledge by giving them the self-esteem they needed to cultivate their social skills.

Regarding the usefulness of parallel support programs and integration classes for children without educational needs, it is important because these students, due to their daily involvement with children with such difficulties, accept the difference of individuals, cooperate and interact with them, but also become aware on matters of special education and generally respect the individuality and rights of every human being.

Thus, in addition to the advantages of the institutions in the cognitive, social and psycho-emotional field of students with special educational needs and / or disabilities, the programs also have a positive impact on a humanitarian level, since discrimination and prejudice are eliminated, a climate of social solidarity is created, equal participation

is ensured of all children in education, like the policy of exclusion while accepting diversity (Soulis, 2002).

The general behavior of students without disabilities can change and become more positive regarding the integration of students with special educational needs and / or with disabilities (Panagiotou, Evangelinou, Doulkeridou, Koidou & Mouratidou, 2009). Arnidou's (2007) research showed that students of formal development accept the different, deconstruct stereotypes and help them to function democratically and equally in their later life, understanding the different needs of each individual and gaining emotional competence. In short, it promotes the emotional and social development of students of typical development in terms of support, acceptance and respect while promoting democratic emotion (Soulis, 2008). In general, a climate of social solidarity is cultivated with equal participation of all based on understanding and contributing to the removal of prejudices (Soulis, 2002).

The most positive element of the parallel support program is the student's stay in the general classroom where he co-educates with his classmates and is not marginalized. He essentially feels part of the team and actively participates in the social context of the school. Also, there is a positive interaction of students with special educational needs and / or disability from their classmates, where through it they create friendships, communicate and develop their social skills.

In the general classroom, students talk, collaborate and generally come into daily direct contact. Research by Koutroumba, Vamvakari and Theodoropoulos (2008) showed that a large number of teachers who participated reported that parallel support contributes to the social inclusion of children with special educational needs and / or disability, but also to the removal of prejudices. Teachers report that children with special educational needs and / or disabilities benefit from the social standards of standard development students related to their behavior, functionality, work method and knowledge (Panagiotou, Evangelinou, Doulkeridou, Koidou & Mouratidou, 2009). Another study by Eleftheriadou (2015) states that children attending parallel support

have left the marginalization of the classroom, while they can afford to have an exclusive teacher, who will adjust the educational part according to his rhythm and needs providing him with ongoing encouragement and emotional security.

The most negative element of the institution is the stigmatization and marginalization of students due to their existence and support by a special educator. Many classmates understand the role of the special education teacher and when they are not aware, informed and have not learned to accept the difference, they reject everything that is foreign to them. Support for the student seems like a weakness in their face and for this reason they are stigmatized and marginalized.

Placing a student with special educational needs and / or disability in general education does not ensure his / her social participation in this environment, but he / she may face difficulties, such as limited friendships and lack of acceptance from other children (Koster, Pijl, Nakken & Van Houten, 2010). Also, according to Giangreco (2010) excessive teacher help with personalized support can lead to negative consequences, such as stigma. Research by Loire (2016) showed in terms of the essential relationships of these students with their classmates outside of school that the latter do show a positive attitude, but in fact rarely have contact with them, a fact that is confirmed by other research (Patsidou, 2010) showing that the benefits of inclusive education in the social sector within the school environment are temporary.

General and special education teachers should work together so that the course responds to all students regardless of the difficulties they face. For this reason it takes extra time and preparation to carry out a quality intervention which is difficult for teachers as this must be done daily for all lessons.

In a study conducted in Australia, teachers reported some disadvantages of inclusive education, the main ones being: the time to prepare the teacher to be informed by the psychologist about issues related to the education of people with special educational needs and / or disability, the time preparation for the teaching of these students and behavioral problems that arise in the general classroom hindering the

learning of other children (Anderson et al., 2007). The problem of the time of special preparation for the co-education course in Parallel Support was also highlighted by a study by Davlanti (2019). The same refers to an ice cream survey (2018) where the lack of time and willingness to cooperate is one of the biggest disadvantages of parallel support. According to Gena (2002) a big concern is the additional time that the class teacher has to spend in order to create a personalized teaching program adapted to the abilities of children with special educational needs and / or disability.

An additional disadvantage is the lack of logistical infrastructure to carry out a thorough co-teaching. The learning process usually requires supervisory tools and educational programs that are usually missing in most Greek schools. Thus, the co-teaching is not carried out in the way that the teachers would like and the support of the students is not done in an organized way. In the Greek reality the lack of material and technical infrastructure is identified in the implementation of the institution of Parallel Support and therefore the need for financial resources from the political leadership to cover these problems (Pagotou, 2018). Conclusion of the Pedagogical Institute (2008) for Greece states that the material and technical infrastructure of many schools shows shortcomings and several gaps.

As for the advantages of the integration classes, this is the specialized program that they offer and rely exclusively on the abilities of each student, covering their learning gaps and offering a smooth integration of these students in the general class, resulting in them feeling more capable by gaining self-esteem. The special education teacher evaluates the students of the integration departments, what difficulties they face and according to them prepares a program with which they will be overcome in order to be re-integrated in the general class.

According to Christinaki (2011) the specialized educational staff together with a specialized program adapted to the abilities of the students leads to an improvement of the school performance and behavior. The ability to adapt the program to the needs of the student and not the other way around is the strongest point of the integration classes

that have the ultimate goal to join the regular class following the rhythm of the other students (Gena, 2002). The operation and approach of the integration departments there is student-centered and the teaching methodology is more appropriate, contributing to the creation of a positive result (Patsali, 2008). In fact, students in integration classes often have problems with their classroom learning process. With the integration departments they cover these gaps and the shortcomings that they have and can again follow the flow of the general order. According to Georgopoulos and Dialynas (2002) the students who participated in Integration Departments developed social skills making it easier for them to integrate into the pedagogical and social development of the classroom, but also of the school in general, while due to the small number of students who participate in individual and Individualized teaching practices performed by children experience success by giving them confidence, while at the same time improving their performance in the general classroom (Patsali, 2008).

Also, according to Matsagoura (2000), the students of the Integration Departments, in addition to their development in the cognitive part, developed other skills making them more accepted by their teachers and classmates, a fact that motivates them and encourages them to have a more active participation in school activities. Students develop skills that allow them to participate in general classroom activities as well, making them acceptable to their teachers and classmates by creating opportunities for their active participation (Matsagoura, 2000). Research by Imellou (2007) states that in the first days the students of the Integration Departments feel embarrassed and afraid of being cut off from the classroom environment, however their attitude gradually changes and due to the support they receive they develop their self-perception, cultivating their self-esteem. at the same time communication skills.

Regarding the disadvantages of the integration classes is the possible stigmatization of these students due to their removal for a few hours from the general classroom. Some classmates may make jokes because of the difficulties they face and how they have to go to the integration department to respond. For this reason, students

in integration classes can be marginalized simply because they are missing a few hours from their classroom to study in the integration department. There are cases in which children of normal development reject, stigmatize these children by discouraging their social progress (Sabornie, 1987) due to the departure of students with special educational needs and / or disability to be transferred for a few hours to the Department of Integration (Bilanaki and Tragoulia, 2010). Also, Barbas and his colleagues (2006) found that the students of the Integration Departments did not hang out with their classmates while being isolated, while sometimes they received playful comments.

Finally, a disadvantage is the large number of students who study in the integration department, since many students by law enter without an opinion from KESY and also rarely the required number is observed. As a result, there are many students with non-uniformity in their learning profiles, creating problems in the design of a specialized program by the special education teacher who needs more time. Problems are created in the organization of the school environment, since in many cases an Integration Department is created with many students who have increased needs, but the time allotted to them is short. The large number that exists in the Integration Departments is mainly due to the fact that students who do not have an official diagnosis from KESY can enroll (Bilanaki and Tragoulia, 2010).

According to Vlachou (2006) special educators cited the lack of cooperation with general education teachers as an issue that affects their work. In general, good cooperation is a positive factor for the successful implementation of support programs.

According to Avramidis and his collaborators, the class teachers do not feel ready to meet the demands of the students due to their insufficient knowledge and lack of specialization (Avramidis et al., 2000). General education teachers are unfamiliar with the use of such practices and their training in special education is incomplete, while they are attached to the teaching content and the curriculum, considering themselves class leaders. For this reason, special educators rarely take the lead in teaching and are usually treated as assistants rather than equal partners (Friend et al., 2010).

General education teachers report as another problem of cooperation their lack of education and training in Special Education, creating feelings of inadequacy in terms of receiving effective integration strategies (Panteliadou & Kotoulas, 1997). Their training is considered necessary in matters of special education since almost every year in most schools they meet children with learning difficulties (Panteliadou, 2000). According to Patsidou (2011), teachers are not properly prepared to welcome students with special needs in their classroom and are not willing to make changes to the curriculum and teaching methodology they follow to help them. In addition, research with general education teachers showed that there was no adaptation of the curriculum to the needs of students, offering a more specialized approach, but they were content to diversify their work and reduce their number with the logic that the cognitive requirements of these students are less. (Zoniou - Sideri, 2012). Thus, it is the responsibility of the state to take measures in the fields of health, social welfare and vocational guidance and training through large financial resources and not occasional funding (Soulis, 2002). The success of inclusive education is largely determined by the funding of special education.

However, there is a lack of cooperation with the parents of students with special educational needs and / or disability, since many times they either do not attend meetings that are necessary to discuss their children's progress and the solution of various problems, or at an early stage who refuse to go to a KESY in order to evaluate their child due to the difficulties he / she faces, thus wasting valuable time in order to support the student in time.

One of the problems they face every year is the non-recruitment or untimely recruitment of substitute special education teachers to staff the program. In the Greek reality, many schools that are in urgent need of special staff, recruitments can be made in the middle of the year or not at all, thus wasting valuable time for the support and development of students. The same is demonstrated by a research by Mavropalias (2013) since many times the recruitments are not made from the beginning of the school

year, but can be done 2-3 months or more, wasting valuable time the student. Thus, for the Greek data, there are programming problems for which the Ministry of Education is responsible.

Regarding the changes that need to be made in order to have ideal conditions and improve the institutions, most of the interviewees stated that there should be a good cooperation between the general and special education teacher, the principal and the family of the student in these programs. It is important to have a warm and positive atmosphere, where they will discuss with each other about the students' progress, will solve the various problems and will plan the teaching together. Basically, they will all work as a team. Parents know the special profile of their child and can give useful information about his strengths and weaknesses, but also facts from his daily life that can be extremely useful to the special education teacher and understand many things about the child's mental world.

The cooperation between the special educator, the principal and the child's family is considered important since working in a reciprocal relationship complements each other and the intervention will be more effective with many positive elements. Thus, for a successful education in a school unit, their cooperation is a necessary condition (Kastanidou, 2000). Promoting collaboration with teachers is one of their main concerns, which is confirmed by teachers as they state that in the schools where the principals work, they work closely with them and with the parents of the children (Pedagogical Institute, 2008). Everyone benefits from such collaboration, as students feel more familiar at school and consider it an extension of their family environment, parents have a clear picture of their children and teachers get relevant information about children that will help them solve various problems (Saitis, 2008). Continuous communication, dialogue, systematic exchange of information and continuous feedback are some of the elements that must exist between these three aspects, in order to jointly formulate the goals that are expected to be achieved by the student (Georgiou, 2000). The school leader in collaboration with the teachers is necessary to come in close and

direct contact with the parents of children with special educational needs and / or disability in order to gather information about the special profile of these students, but also to discuss how they can improve their school performance while having a smooth socialization inside and outside the school environment.

Various practices include principal and teacher meetings with parents about children's progress, setting up support groups with parents to discuss children's educational needs, informing parents of any changes to the curriculum, and collaborating with each other on solving any problem that arises within the school, can only have a positive impact on the educational process (Tikly, 2004).

Another form of cooperation is with external bodies (e.g. child psychologists, speech therapists, KEDDY). When the student receives an intervention from an external body, it would be important that the information resulting from their meetings is transferred to the special educator of the school to have a complete picture and to adjust the goals or the educational process accordingly.

A prerequisite for ideal working conditions is the same workplace and in this case the school classrooms. Appropriate infrastructure, appropriate rooms equipped with supervisory tools, support materials and training programs should be in place to carry out as intensive and targeted intervention as possible. For this reason, there is an urgent need for funding from the state so that there are rooms and the lesson is not done in corridors or other inappropriate places, but also shaped according to various supervisory tools and support material that will help in learning procedure.

In addition, in addition to the material and technical equipment, the human resources of the school should be based on the timely recruitment of special educators from the beginning of the year and not in the middle. An agreement is also made by Christinaki (2011) research which mentions the lack of rooms for the operation of the integration departments and generally lacks supervisory material, while most of the time the teachers themselves make their own material. However, the competent bodies do not respond to their request for supervision material. Many literature reports emphasize the

importance of logistics infrastructure in effective education. A suitable school workplace with the reinforcement of support material plays a crucial role in shaping the learning environment, which can creatively activate students in building knowledge. (Matsagouras, 2000). In general, it is necessary to provide space and equipment that will allow the development of the main curriculum (Christakis, 1994).

2.4. The role of the administration and the executives in the operation of the integration departments and the parallel support in educational process of children with special educational needs

The most important element of the educational process is undoubtedly the teacher, who plays a catalytic role in the implementation of educational policy. His profession is a lifelong learning process with his participation in continuous learning and new knowledge (Armor & Balboa, 2000). According to Arnidou (2007), they are cultural producers and central actors in educational reforms, curricula, critical literacy, democracy and social justice.

More specifically, as far as special educators are concerned, they are indisputable and irreplaceable bodies of special education (Zoniou - Sideri, 1998), while this profession developed mainly from the 1940s to the 1980s and was considered solely responsible for the education of children with disabilities. The change of social attitudes towards disability brought changes in the perception of the role of the special educator, creating a new thematic and problematic in terms of his role and effectiveness (Zoniou-Sideri & Vlachou, 2006).

The responsibilities of the special education teachers are presented in the task book with FEK number 449 (3/4/2007). According to this, the responsibilities of teachers are to evaluate and investigate students with special educational needs and / or disabilities in terms of their educational needs, the need for a specialized educational

program, the age and class they attend and the number they can effectively support by proposing those who need more help with a substantiated suggestion. Also, in collaboration with the principal, they inform the parents of the children about the procedures that need to be done so that the child receives additional support, while they also cooperate with the class teacher for the connection of the audience and the specialized program in terms of content and way of implementation with the main goal of integrating the child into the school environment. They strengthen the general adaptation of these students to the common school environment with participatory work and other activities, while updating the individual file of each child with opinions and evaluations with his educational needs and abilities, his family and social history, but also makes suggestions for the preparation of the individualized educational program. In addition, they provide information and advice to other members of the school community on special education issues, while collaborating with school counselors to whom they submit a visa for the weekly schedule and annual evaluation report of the integration departments. Finally, it is possible to offer their services to students of co-located schools or to implement a parallel support program of a neighboring school.

With the description of the responsibilities of the special educator it is understood that his role is broad since he teaches, evaluates, designs programs, informs and provides information to parents and colleagues, while collaborating with the school counselor and other teachers (Persidou, 2010). In addition to the rest of the teaching staff, the principal, the school counselor and the parents also develop collaborative relationships with support specialists for people with disabilities, medical centers, psychotherapists and social workers (Zoniou - Sideri, 1998). His contribution to the counseling of those involved in the learning process is important.

The role of the leader of a school organization is considered crucial, as he is responsible both for achieving the educational goals offered within the school, and for its smooth administrative operation by making suggestions, informing, negotiating and participating in decision making (Andreou & Mantzoufas, 1999).

The principal is considered effective by his active participation in all phases of school life, but also by having a leadership and critical ability, determination and sensitivity. It is important to create a warm and positive learning climate while promoting educational change and innovation (Pasiardis, 2001). The climate is formed to a great extent by the decisions and changes that will be taken by the management, while its scientific training, energy, enthusiasm and determination are elements of its character that can shape its profile in a similar way. school unit he directs (Papageorgiou, 2002). In addition, he is the person who will transmit and convince teachers, students and parents, but also anyone from the wider social environment for the school mission (Katsaros, 2008), but is also responsible for creating an active positive environment, for the guidance of collective planning, for the evaluation of the teaching staff, while always seeking the necessary material and technical infrastructure for a better educational process and strives for the continuous development and training of its teachers (Pasiardis, 1994).

In this way it is understood that the role of the management of a school unit is considered demanding and complex, reflecting the dynamics of social and educational change. The role of the principal is catalytic for the acceptance and cultivation of a positive attitude towards otherness, giving undivided and effective support to people with disabilities and special educational needs and / or disability, but also to those involved in their upbringing. This is also defined in article 13, par.2 (d) of Law 113 (I)/ 99 on Education and Training of Children with Special Needs, where the principal is obliged to raise awareness and cooperate with everyone involved in the provision of special education and training, but also in providing assistance and problem solving in this process. For this reason, the principal is necessary to create a fertile climate of learning and trust by making a change in the current attitude of people with disabilities, breaking and eliminating stereotypes and prejudices towards the different (Saleh, 1997). Thus, the principal must have developed emotional intelligence by recognizing and understanding the emotional state of all school students aiming at their emotional

stability (Leithwood & Beatty, 2008). In general, if the philosophy of the principal and consequently of the school unit has not accepted the inclusion, serious problems arise in terms of the educational process, since the teaching staff does not have freedom of movement to use alternative activities, but also in terms of providing the required materials (Glazzard, 2011).

Law 1304/1982 abolishes the institution of inspectors that was in force until then and is replaced by the school counselor for the scientific-pedagogical guidance in the Greek educational system. Their work is very important and aims to guide teachers in their work, their evaluation, training, encouragement and facilitation of scientific research and the implementation of scientific innovations (Giokarinis, 2000). His duties concern the cooperation with the teaching staff in order to plan the educational project, to deal with the problems that arise and to implement the educational policy, while also organizing seminars for the training of the teaching staff. Also, their duty is to cooperate with the principals of the schools, the education office, the parents association and the local self-government bodies in order to fulfill the mission in a more complete way.

More specifically, the duty of the school counselor is multifaceted, since he initially participates in the planning of the educational project and has the role of mentor who collaborates with the teachers helping them and encouraging them during the school year. It also supports the implementation of innovations knowing their content and philosophy, in order to identify weaknesses and propose solutions making them more effective, but undertakes training and in-school training initiatives for teaching staff. As mentioned above, it also participates in the evaluation of educational work by providing assistance, creating positive motivation and strengthening initiatives, while trying to improve the teaching practice according to the criteria of psycho-pedagogical theory while encouraging new methods of modern teaching (Article 8 Government Gazette 1340 16 10/2002 vol. B, 16/10/2002). In the same Government Gazette and in articles 10 and 12 it is mentioned that the school counselor does not limit his cooperation only with the principal and the teaching staff, but also with the director of

education and the association of parents. He participates in service councils, in committees of promotional final exams, in the process of re-grading of papers, holds meetings with other advisors, etc.

With a more recent law (Law 3848/2010 no. 32, par. 3) the school counselor in collaboration with the principal and the teachers' association create an evaluation report, the school action plan and the school self-evaluation program. Thus, every year at the end of September, the action plan with the educational goals for the following year is prepared. At the end of the school year, a report is prepared that evaluates the performance of the school unit, the achievement of its goals set at the beginning, but also the successes, weaknesses, problems and ways to improve.

As it is understood, the school counselors have duties both inside and outside the school unit and after Law 3848/2010 acquires the role of evaluator having a decisive role and not decisive in the educational and salary development of teachers and the course of schools. The school counselor can influence the educational process, as well as can direct the educational practice according to what is defined by the educational policy, but also with his personal pedagogical views. Its role is crucial for the quality of education and this is proven in research where teachers have high expectations regarding the training role of school counselors, while a large part of the answers stated that the source of information for educational research is counselors (Doukas et al., 2008).

According to McLaughlin (2019), collaboration is defined as the interaction of two or more individuals that includes communication, information exchange, partnership, problem solving, and negotiation. The cooperation of the special educator, the class teacher, the principal and the parents is necessary for the preparation of an intervention program for children with special educational needs and / or disability. The qualified educator with the appropriate knowledge can give information, directions and instructions to the class teachers and parents in order to know the weaknesses of the child and to strengthen their efforts, while they themselves can be sources of

information for personal characteristics and particularities of each child elements which are valuable for the special educator (Spantidakis, 2004).

One of the most critical factors regarding the smooth operation of intervention programs for children with special educational needs and / or disability is, as mentioned above, the cooperation of special and general education teachers. Through the cooperation of these two there are more chances for the integration of children with special educational needs and / or disability in the general school environment, while it is one of the key components for creating a favorable climate in the classroom that will lead to a better quality education for all students. Collaboration between teachers is a model that has been greatly promoted in recent years due to the variability of education and flexible means of production making the need for complementarity and synthesis of attitudes, knowledge and skills imperative (Nelson, 2001). Also, through the cooperation of teachers, benefits are reported in the school community, but also in learning, teaching and professional level (Dettmer, Thurston & Dyck, 2005). The same has been highlighted by several researches in the field of special education, highlighting the importance of establishing employment relationships between special and general education teachers. Schools with high levels of school success, even students with special educational needs and / or disabilities, showed that their main characteristics are: a collaborative culture, the exchange of knowledge and skills, the creation of a sense of shared responsibility, cooperation for and the improvement of education process and student performance (Caron & McLaughlin, 2002).

The cooperation between the general education teacher and the special education teacher aims at creating new ways of teaching work, using different methods and materials, implementing different programs, cultivating social relations between students, but also professional satisfaction through security and fair competition. that exists in the school. Knowledge and skills are combined to create a positive interdependence, while all the problems that arise are dealt with together having as key components support, honesty and trust. A model of collaboration is that of co-teaching,

which refers to a process of teaching restructuring carried out with two teachers or more who have different specialties and knowledge in order to teach in a group of children coexisting children of formal development and children with special educational needs and / or disability within the mainstream class. However, it must be said that no form of collaboration succeeds in a school unless a collaborative culture is developed (Walther-Thomas, 1997).

The main goal of these two is to jointly define goals and teaching approaches by harmonizing the curriculum, so that all students can participate regardless of the different characteristics they present. It does not matter which model of cooperation will be followed, but a necessary element is to have a sense of responsibility of teachers for all students without treating children with special educational needs and / or disability as a separate pedagogical category whose responsibility for teaching lies solely with special education teachers. With this feeling a constructive learning environment is developed that provides equal educational opportunities for all students without exception (Caron & McLaughin, 2002).

However, according to research by Vlachou, Didaskalou and Beliou (2004), integration did not lead to the development of collaborative ideas and practices in Greece and the main reasons that hindered the development of communication relations between teachers are: lack of specific policy, institutional timetable and administrative support, the rigidity of school structures, minimal time for joint planning accompanied by a large workload, conflicts in interpersonal relationships and finally lack of information and awareness of general educators regarding special education. The implementation of collaborations within the school is a difficult task and in order to have a successful implementation it should be a profound experience for all those who work in education in order to provide better learning experiences to students. For this reason, even today in Greece the integration is real only in the program statements and in the texts of the educational policy (Panteliadou, 2005).

The leadership of a school unit is its administrative staff with the main speakers being the principal, the deputy principal and the school counselor. Their role is demanding, since in addition to their bureaucratic work, they must manage the school human resources in an excellent and even way, creating a good and positive atmosphere through appropriate interpersonal relationships (Saitis, 2002) encouraging teachers for their work by giving them the ability to express themselves freely and providing them with emotional stability. In general, they are persons who are responsible for the organization of available resources, for the implementation of laws and decisions, for the interaction with the parents of the children, for the guidance, encouragement and transmission of knowledge to their associates, thus ensuring a better quality work environment aiming at ensuring unity and providing incentives for the highest efficiency of teaching staff. It is important for school leadership to build relationships of trust and understanding by providing opportunities for initiative and always acting with justice and democracy (Saitis, 2008). The position of the administrative staff is crucial, since it holds a communicative role and is the key part between the senior executives of education and the teaching staff (Saitis, 2007).

In particular, the role of the administrative staff in special education schools or schools that operates integration and parallel support programs is equally important and critical. The culture, the theoretical, cognitive and humanitarian background, the experience and the knowledge that he possesses in matters of special education are factors that influence the cooperative relations with the teachers and the co-educational practices. Managing a school is perhaps the most necessary link between the school community and society. Providing emotional and psychological support to teachers through active communication, where he will listen to their problems and advise them, contributes both to the improvement of school performance and self-image of students, and to the strengthening of the educational work.

An important parameter for the promotion of inclusive education that will include all students regardless of differences is the development of internal educational policy

and culture by the management that will aim at encouraging cooperation between teachers and promoting innovation in education (Hargreaves, 1995). The culture of a school is shaped according to the habits, values and beliefs, but also the closeness between staff, parents and students and when it is governed by mutual support and close cooperation of teachers contributes to the high performance of them and the children, but also to strengthening students' interpersonal relationships. Respect, empathy, solidarity and mutual respect between management and teacher collaboration can improve the learning process by eliminating discrimination, stereotypes and prejudices. The administrative staff is able to contribute to the formation of a positive atmosphere between the children and the teaching staff by creating a relationship of devotion showing interest in all members of the school, where they will treat them fairly (Stravakou, 2003). Creating a pleasant, free and democratic work environment based on the active cooperation of teachers is possible to build a comfortable environment with strong emotional bonds for all students, who will enjoy appreciation and respect, gaining a positive attitude towards the school and having a positive impact on their learning (Brophy, 1998). As it is understood, the school leadership and teachers are able to create a cultural framework, which will be based on respect for the particularities and needs of each child (Dimitriadou & Androusou, 2013).

In addition, a very basic foundation for the integration of children with special educational needs and / or disability in a general school unit is the creation of appropriate curricula that will meet the different and unique needs of each and preparing tomorrow's citizens without discrimination and stereotypes. The administrative staff through its values and beliefs, but also through its cooperation with teachers giving them the opportunity for initiatives are able to apply practices with different programs and teaching methods that will be adapted to the individual needs of each child overcoming obstacles acting as a barrier to their learning (Spetsiotis, 2003). With the cooperation and communication between the two sides, information is collected about the abilities, weaknesses of all children, but also their social - family environment by

creating the appropriate educational programs and following alternative forms of teaching.

However, the cooperation between the special educator, the principal and the family of the child can be characterized as invaluable, since working in a complementary relationship that complements each other; the intervention will be more effective with many positive elements. Thus, for a successful education in a school unit, their cooperation is a necessary condition (Kastanidou, 2000). Continuous communication, dialogue, systematic exchange of information and continuous feedback are some of the elements that must exist between these three aspects, in order to jointly formulate the goals that are expected to be achieved by the child (Georgiou, 2000). Information about the personal characteristics of the child, his strengths, weaknesses and behavior from the family, but also the nature of the relationships that exist within the family context is a very powerful weapon in the hands of the special educator (Price et al., 2000). Also, international research has shown that the active participation of parents in the educational process has an important effect on the operation of an effective school (Pasiardis & Pasiardi, 2006). The school leader in cooperation with the teachers and the parents is necessary to come in close and direct contact with the parents of the children with special educational needs and / or disability in order to gather information about the special profile of these students, but also to discuss how they can improve their school performance while having a smooth socialization inside and outside the school environment. This network of cooperation improves the educational process aiming mainly at respecting, understanding, accepting diversity by eliminating any form of stereotypes. With the complementary action of these three factors the child can benefit to a great extent, since parents know better than anyone about their child's behavior and knowledge (Gliou - Christodoulou, 2005). Many studies have talked about the power of parents, as they are better acquainted with all their children, have more performances from their daily lives and can provide information about the wider picture of children (Tsimpidaki, 2011).

Parents can also be actively involved in the student support process by participating in their assessment of their needs and in planning the educational process. In addition, they can receive instructions and techniques from the educator for the learning process or even taking the same initiatives helping with his various tasks and changing behavior for the better (Salend, 1990). The benefits that result in the learning of children from the encouragement for active participation of the parents in the school activities are very big (Andreakis, 2009). Informing the parents about the child's efforts and progress, but also strengthening his efforts are key elements that help the child's development.

Through this cooperation, all three parties know better the child himself and his special needs, forming more appropriate attitudes towards him, while helping the child to eliminate any negative behaviors. Thus, the child receives positive emotions, feels safe among people who care and want the good by covering it emotionally, thus strengthening his efforts for learning. According to research, this collaboration positively affects the academic performance, but also the general behavior of the student in school, while parents understand and identify with the goals of this effort with the results being positive and lasting (Katsaros, 2008). In general, each side is considered important and necessary acting as a complement to the development and development of the child, while this collaboration results in the development of the child's self-esteem, but also skills such as communication, acceptance and respect.

Discontinued efforts without cooperation and combination of forces result in incomplete and maximum contribution that can be achieved for the benefit of these children. In a study by Antonopoulou, Koutrouba and Babalis (2011), which involved 475 parents, it showed that they themselves felt marginalized, since although the special educators showed a positive attitude towards them, they did not proceed to questions aimed at a more detailed analysis of character and behavior. of their child, while the conclusion of this research is that the education aims at a more active participation of students only in their cognitive field putting in second place the development of other

important skills. On the contrary, in a study by Koutrouba et al. (2009) with the participation of 213 teachers reported that the cooperation of these two parties is an important element for the facilitation of the project and the progress of the child, but it was noted that parents do not actively participate in education, since their attendance at general meetings is low and when this takes place (especially on the day of delivery of the tests, at celebrations or when a behavioral or performance problem arises) they will only be interested in their children's school performance and behavior.

The data of Greece, as they have been formed today, show that there is suspicion between teachers and parents with a very superficial cooperation (Brouzos, 2004). Teachers in a study by Brouzos (1998) state that they want to have cooperation with parents, but the obstacle is the indifference, ignorance and low educational level of the parents. Teachers also find it annoying for parents to ask suspicious questions or give advice, while parents treat teachers as adversaries rather than collaborators (Polychronopoulou, 2004). However, social exclusion of parents from school can have negative consequences for children, who will not have equal chances of success in school.

Conclusion to the second chapter

Despite the recognizable progress made in Greece, especially in recent decades, it seems that much remains to be done to get to the point of talking about equal participation of people with disabilities in the education system and society in general. Although the school integration of children with special needs is supported by the current institutional framework, the relevant legal regulations are characterized as deficient and with low educational and social support. Even today, these children are subjected to a peculiar racism that consists of stereotypes, prejudices, but also feelings of pity and fear. The existence of disabilities as well as the medical diagnosis alone can

not indicate or determine the special educational services but also the framework required for the comprehensive education of a child with disabilities.

All previous practices, in fact, have been and are considered by many experts to separate students with special educational needs or disabilities from their classmates by reproducing the ideology of exclusion by maintaining discrimination against people with disabilities special education and training is beginning to be mentioned for inclusion, and in particular for the creation of inclusive education systems which are now the dominant trend both at European and international level.

Consequently, any insistence on the creation of parallel institutions of special education that legitimize the exemption of the general school and the general teacher of the class from the obligation to adapt to the needs of all students, not only does not strengthen the general education system to meet the needs of integration / inclusion but, on the contrary, reduces the tolerance of general education to the diversity / diversity of students by reproducing the practice of exclusion even within the general school space itself.

Therefore, children with special educational needs should have access to the general school and general schools should respond to the needs of children with disabilities through the application of child-centered pedagogy from which, after all, all students benefit. General schools with such an inclusive orientation are the most effective way of tackling divisive perceptions and the most effective means of creating a society of equality without discrimination.

CHAPTER 3
REREARCH OF SCHOOL TEACHERS' PERCEPTIONS
ON INTEGRATION OF CHILDREN WITH SPECIAL EDUCATIONAL NEEDS
INTO INCLUSIVE CLASSES

3.1. Secondary school teacher's views about integration of children with special educational needs in inclusive classes in Greece

Co-education of students with and without disabilities in general schools is a challenge in its entirety (Mortier et al., 2010), but also one of the most current policies regarding general education, as it is implemented with increasing frequency (Cook & Semmel, 2000; Shevlin, Kenny, & McNeela, 2002) in various education systems worldwide. The implementation of the integration policy -as well as the effectiveness of its implementation- differs in each national context, as it is realized in different ways and rhythms (Hardy & Woodcock, 2015).

The prevalence of the policy of integration as a whole philosophy in international educational discourse is indisputable. The relevant literature is very rich. Numerous studies attempt the approach of integration, focusing their interest on its individual dimensions, providing research data for its implementation in various countries around the world. The work utilizes research from both European and international space. More specifically. the literature review includes surveys from England (Holt, 2004), Portugal (Freire & César, 2003), Ireland (Shevlin et al., 2002), Iceland (Gunnþórsdóttir & Bjarnason, 2014), Norway (Flem, & Keller, 2000; Arnesen et al., 2007), Finland (Arnesen et al., 2007), but also Malaysia (Jelas & Ali, 2014), Pacific island countries (Sharma et al., 2015), South Africa (Donohue & Bornman, 2015) and Australia (Bourke-Taylor, 2010).

In the last decades or so, similar research interest has been observed in Greece and Cyprus. Especially for Greece, the evolution of the legal framework for special

education with the enactment of new laws, reflects the transition from the era of normalization to the era of inclusive education and integration. It has been argued that the legislative moves of the state in recent years show its sensitivity regarding the protection of people with disabilities. Although this argument could potentially be seen as militant in terms of the final effectiveness of legislation, Greek law has been aligned with the corresponding European and international, in an effort to monitor developments in the field of special education at the international level. However, legislative changes do not imply the adoption of clear policy options for special education (Zoniou-Sideri et al., 2006).

After all, disability is not a socially neutral concept (Tzouriadou & Barbas, 2001; Tzouriadou, 2008; Zoniou-Sideri, 2011; Liasidou, 2007; Holt, 2004). In this sense, the choices of the state are influenced by the prevailing social perceptions of disability. In any case, questions such as who is the "average student", who is meant by a student with a disability and whether the school (and related legislation), as it operates today, meets the needs of both, remain relevant (Vlachou, 2004; Deropoulou -Derou, 2012).

Historically, the starting point for integration policy is the social model for disability, as it places the treatment of the disabled in a moral context, as a social obligation (Vlachou et al., 2012). In the social model, unlike the medical one, the emphasis is on the individual and not on disability, while any efforts to address and integrate people with disabilities are made in the wider society. In other words, integration allows the free expression of the culture of every child with a disability regardless of its severity (Soulis, 1997).

Today, more and more students receive special education services (Tzouriadou & Barbas, 2001). Although the criteria for their inclusion in the provision of special education services - and especially issues related to the diagnosis of students - remain open, more and more children have the opportunity to receive special educational services. This finding is confirmed by the increase in the number of integration departments in recent years, the introduction of the institution of parallel support, but

also the rate of absorption of special educators in the labor market by the public education system.

Despite the progress, the Greek educational system is characterized by a number of pathogens that inhibit the effective implementation and effectiveness of the application for membership. The system is largely centralized and closely monitored by the state (Vlachou, 2006; Strogilos, 2018; Vlachou et al., 2015). Special education is not left out of the finding. A relevant survey in schools of primary education in Thessaloniki (Kaiseroglou, 2010) found that the 211 participating principals and teachers of integrations departments and parallel support doubt in large percentages whether and to what extent schools can pursue internal educational policy or take initiatives related to special education. The system is generally rigid in the sense of limited ability to introduce innovations and take relevant initiatives (Tzouriadou & Barbas, 2001).

In addition, shortages in the field of special education are real, as in many schools students with disabilities participate only in general classes and development of special education (Vlachou, 2006; Vlachou & Papananou, 2015). The system seems to favor the integration - in the sense of coexistence - and not the effective integration of students with disabilities in general classes (Strogilos, 2018). The path to the political integration of people with disabilities has led to a dead end, while the majority of actions - institutionalized or not - end up surrounded by the character of a "philanthropic love" (Tzouriadou & Barbas, 2001: 51). In Greece, the view that schools represent a field of micropolitics or other political processes that act as a deterrent to the implementation of integration policies seems to be fully verified (Clark et al., 1999).

At a time when there is constant talk of "a school for all" (Soulis, 2002; 2008), the interpretation of this phrase in the Greek school seems to be limited to the coexistence of students in general schools, in the sense of physical presence of disabled students next to the typically developing. However, this type of education cannot

provide quality services for all students, as it lacks tools that could maximize the potential of each student (Freire & César, 2003).

The existence of problems in special education is not a Greek phenomenon. Problems for people with disabilities remain in various education systems, with the state being held directly responsible for solving them (e.g. Lamichhane, 2013 on the situation in Nepal, Donohue & Bornman, 2015 on South Africa). After all, the changes involved in adopting a new education policy are expected to encounter significant difficulties and impediments to its implementation and effectiveness (Angelidis, 2004), as it is confronted with prevailing perceptions and practices that are difficult to change (Freire & César, 2003).

Despite the dominance of integration into international educational discourse, teachers' attitudes, perceptions, and pedagogical practices suggest that theory has not been transformed into practice in school life. Characteristic is the qualitative research of Gunnþórsdóttir & Bjarnason (2014) on the pedagogical practices used by teachers in Iceland. It is argued that their manipulations reflect their perceptions of inclusion and understanding of it as a philosophy. The analysis of the interviews of the 10 participating compulsory education teachers showed that they perceive inclusive education as "individualized learning"; a finding that highlights the pedagogical separation practices that are measured, as well as the corresponding culture that is embedded in the daily operation of schools. In the same context, Jelas & Ali (2014) state that the introduction of integration in the educational dialogue of a country does not necessarily imply the establishment of integration practices, but the opposite can also happen. There are many factors that influence the implementation of the integration policy. Particularly important are the cultural factors, which cannot be ignored in the design of educational policy (Sharma et al., 2015).

Zoniou-Sideri & Vlachou (2006) in a nationwide survey with a questionnaire and a sample of 641 primary and secondary school teachers, found that teachers have many reservations related to integration policy. Among other things, participants argued that

inclusion only affects students with disabilities and the staff in charge of their education, and that inclusive education fails to benefit the cognitive development and work prospects of students with disabilities. They also argued that students with disabilities lack self-care opportunities and are in constant need of help from society, while special schools provide a safe environment for them.

On the other hand, Avramidis & Kalyva (2007) in their research with a questionnaire with a sample of 155 primary school teachers in northern Greece, found that teachers express positive opinions about inclusion in general, but differ on the issue of difficulty project of adapting different types of disabilities to the general class. More specifically, more positive views were observed from teachers who had experience with cases of students with disabilities compared to their colleagues without similar experience; a finding that exists in similar research (Kalyva et al., 2007; Sharma et al., 2006; Donohue & Bornman, 2015). The research also emphasizes the importance of systematic teacher training in developing positive attitudes towards integration; a proposal formulated by other researchers in Cyprus (Angelidis, 2004) and Belgium (Mortier et al., 2010). Mortier et al. (2010) emphasize the importance of critical thinking and self-knowledge of the teacher in order to adopt alternative and flexible solutions in the daily education of children with disabilities. However, in the context of inclusive education, empowerment networks can be created, in addition to the body of teachers, between students with and without disabilities.

A similar study by Koutrouba et al. (2008), using a questionnaire on a sample of 365 secondary school teachers in Attica, showed that the existence of students with disabilities in the general classroom is a daily occurrence for many of them for years. Participants reported that they tend to treat students with disabilities in the general classroom with bias - with humanitarian motives - while most try to combat the discrimination that is observed in schools and concerns specific children. In addition, participants identified a number of inhibitory factors that impede student integration. These are the insufficient funding of education and the inelastic curriculum that works

restrictively on the action of the school in general and of themselves in particular. In addition, the research showed that the positive attitude of teachers towards integration can be enhanced by the institutionalization of training actions for all staff, but also by providing incentives for the acquisition of specialized professional qualifications. However, the design and implementation of a training program for integration is an extremely demanding task (Symeonidou & Phtiaka, 2014), as in the body of teachers there are a number of perceptions that approach unified education in terms of charity and not as a human rights issue.

Soulis (2008) surveyed with a questionnaire the views and perceptions of Greek teachers about the common education of students with and without disabilities. The research involved 1570 primary school teachers from all over the country. Overall, positive views of teachers were recorded for the co-education of students with and without disabilities. 73.6% of the participants stated that they would like to work in a school where inclusive education is applied. Research has shown that inclusive education benefits both students with and without disabilities, with the former acquiring social skills and the latter developing their social sensitivity. Interestingly, participants stated that autism is a more demanding form of disability compared to special learning disabilities in terms of inclusive education.

A review of the relevant international literature (Avramidis & Norwich, 2002), has shown that teachers view the general philosophy of inclusive education in a positive way. However, there are differences of opinion, especially on the issue of the most appropriate educational structure for each category of disability. Differences in the body of teachers prevent the adoption of a unified approach to the issue of integration. On the contrary, they allow the students who are teaching to understand the manipulations and the effectiveness of their work.

Since teachers need to be prepared to teach in classrooms with students with mild disabilities (Shade & Stewart, 2001) and a generally heterogeneous population (Tomlinson et al., 2003; Arnesen et al., 2007), it is important to attend from the

undergraduate level courses related to special education. The importance of having similar courses has a positive effect on the implementation of the integration policy in practice, as student teachers with special education studies have a more positive attitude towards it than those who have not received similar courses (Varcoe & Boyle, 2014; Boyle et al., 2013; Coutsocostas & Albroz, 2010; Sharma et al., 2006). Relevant research in Cyprus (Angelides, 2008) showed that student teachers have positive views on inclusion as a whole.

In conclusion, the success of integration requires a different culture and change in schools (Ainscow, 1997; Carrington, 1999; Vlachou & Papananou, 2015; Freire & César, 2003; Bourke-Taylor, 2010; Flem & Keller, 2000), with new teachers are the focus of change of thought and mentality. The views of school principals also play an important role, which can play a leading role in the implementation of integration (Gous et al., 2013; Ainscow & Miles, 2008). Their influence on the shaping of the culture of the school unit is catalytic, since their action is considered the most important factor in shaping it (Bikos, 2004).

The institution of the integration departments has occupied several researchers, who have dealt with various dimensions of its operation. The quantitative research of Ambrazi & Barba (2014) investigated the views of 40 primary school teachers in Macedonia regarding the curriculum applied in the school for students with autism. The participating teachers overwhelmingly argued that the operation of the integration departments focuses mainly on teaching cognitive skills to students studying in it, without their attendance in it benefiting their social development. The research highlighted the absence of institutionalized goals for the cultivation of social relations of students with autism with other students, as well as the absence of systematic action of teachers in this direction.

The lack of goal setting for student social development contrasts with the findings of a similar study in the United States, which looked at the expectations of general education teachers regarding the goals they set for students with mild to severe

disabilities (Cameron & Cook, 2013). The sample consisted of 7 general education teachers, in which students with disabilities studied. The participants argued that they primarily set goals for the social - and not the cognitive - development of students with severe disabilities. For students with milder disabilities, the teachers' goals were to develop classroom behavior skills, to cultivate self-confidence, but also cognitive goals.

Similar findings are provided by the quantitative research of Donahue & Bornman (2015), in which 93 teachers from South Africa participated. The majority of participants argued that the implementation of integration can benefit the social development of students with disabilities more than the mental, although opinions differ depending on the type of disability. The social development of students with disabilities is highlighted by school staff as an important factor in the successful implementation of integration policy (Frederickson et al., 2004).

The findings of the above research are in line with the position of Cook & Semmel (2000), who argue that the overall implementation of the integration policy for students it cannot focus solely on setting academic goals.

Contrary to the findings of research in the international literature (Cameron & Cook, 2013; Donahue & Bornman, 2015; Frederickson et al., 2004; Cook & Semmel 2000), the relevant research by Greek researchers has shown that the teachers are particularly skeptical about their ability to act effectively in the field of social development of the students who attend integration departments. Data are provided by the research of Vlachou et al. (2016), in which 40 primary school teachers from the wider region of Central Greece participated. The research explored their views on their effectiveness in developing the social skills of students studying in integration departments, in order for the latter to face the difficulties they face in their social relationships. The data were collected through semi-structured interviews and showed that the most important issue that special educators are called upon to deal with is the establishment and maintenance of friendly relations between integration departments students and their peers. Although there are several strategies to achieve the social

development of their students, many of the participants stated that they are not part of a systematic program, but are used piecemeal. It is noteworthy that a significant part of the participating teachers stated that they do not consider that they have the necessary qualifications to design and implement similar programs aimed at the social development of students studying at the integration departments.

The above research (Vlachou et al., 2016) highlighted the doubts of some teachers who staff integration departments about the suitability of the institution in terms of the opportunities it provides to students who attend it to develop socially. The view expressed by a participating teacher is typical, who argued that the general classroom offers the teacher more opportunities than the integration departments, in order to implement more comprehensive actions related to the socialization of students with special educational needs. The expression of similar views by teachers who staff the institution, confirms the finding that the curricula of special education in Greece lack goals for the social development of students with special educational needs (Barbas, 2007; 2010; Abrazi & Barbas, 2014). Although they do not lack importance (Soulis, 2002), social goals for these students simply do not exist. The current situation seems to have affected the body of Greek teachers, as it has been found (Soulis, 2008) that Greek teachers believe that the education of students with disabilities should aim at gaining specialization from them, while few argued that it should be given emphasis on their general psychosocial culture. However, for most students with disabilities in Greece, there is no next phase for their professional development after completing their schooling (Barbas, 2010).

A similar reference is made in the research of Shevlin et al. (2002), which is related to the integration of students with disabilities in the Irish education system. Although it does not investigate an institution such as the integration departments, it states, among other things, that important elements of the school life of students with disabilities, such as their relationships with staff and access to activities both inside and outside the curriculum, are not addressed by its official policy school. In other words,

their social course in the school context is not treated equally with issues related to their cognitive development.

In addition to the shortcomings and gaps of the institutional framework, there are difficulties in issues related to the teachers themselves. Penna (2014) surveyed with a questionnaire the readiness of 421 general and special teachers from 79 schools of general and special education in Thessaloniki to teach in schools with a collaborative form of organization and co-teaching of general-special teachers. The participants expressed reservations about their readiness for co-teaching, a fact that reflects the lack of a culture of cooperation in the Greek school.

Also interesting is the way in which integration departments teachers make sense of their role in it. Vlachou (2006) investigated with a combination of qualitative and quantitative research method (semi-structured interview and questionnaire) the views of 63 teachers of Central Greece for their work in this institution. The answers of the participants showed that their action in the school unit focuses exclusively on issues related to the integration departments, without any cooperation with the teachers of the general classes. Also, the participants highlighted the absence of any institutionalized form of support for their work, such as e.g., the existence of support networks. The lack of cooperation between general and special education teachers concerns not only the national but also the international context, as building bridges of cooperation between the two groups of teachers proves to be a demanding task.

A similar research was conducted in secondary education (Vlachou et al., 2015). 36 specialist teachers participated, who interpreted their role in the school context as multidimensional, as they are called to react in different situations. However, their action is not preventive, but mainly responds to issues that arise in school everyday life. Similar to their primary school colleagues, secondary school teachers cited ambiguity of their role, confused expectations, lack of cooperation with their general classmates, and a tendency to underestimate their position among others. The lack of cooperation

between general and special education teachers emerges as a key negative feature of the Greek educational system (Penna, 2014; Vlachou, 2006; Vlachou et al., 2015).

Research data for secondary education is also provided by the research of Coutsocostas & Albroz (2010), which concerned the investigation of teachers' views on the co-education of students with and without disabilities in the same class. 138 teachers of special schools of Northern Greece participated. It was found that almost half of the participants were negative about the possibility of all students studying in general classrooms or even general schools; a finding that suggests that many teachers consider special school units more suitable for a portion of students. At the same time, suggests that they believe that they cannot cope with the treatment of students with more severe disabilities. Similar to other research (Varcoe & Boyle, 2014; Boyle, Topping & Jindal-Snape, 2013), it also showed that teachers with studies related to special education express more positive views on the inclusion and joint education of all students in relation to with their colleagues without relevant academic experience.

The review of the Greek literature in combination with the international one leads to the conclusion of certain conclusions about the institution of integration departments. The main conclusion is the inability of the integration departments to contribute to the social development of the students who study in it, especially since there are no institutionalized goals in the curricula in this direction. At the second level, the unpreparedness of the teachers who teach in it to enhance the socialization of their students in an organized and systematic way is highlighted. Any actions are done in fragments and depend directly on the moods and abilities of each teacher. The recognition of the non-readiness of teachers highlights the need to introduce similar courses in their studies, but also organized training on special education issues.

Finally, one expects both general education teachers and those of the integration departments to have low expectations regarding their contribution to the socialization of the students who attend it. In other words, the attendance of a student in the integration departments does not imply the establishment of friendly ties with his peers in it.

3.2. Methodology of the research

In this research we will conduct quantitative research and specifically we will use the research strategy of the review. Quantitative research was considered the most appropriate method of data collection based on our sample and the information we wish to collect. The basic features of the quantitative method justify this choice. More specifically, quantitative research involves measurements and is usually extensive. The questions concern the assessment of specific characteristics of the population under study, at a group level and the search for relationships between them.

Quantitative research usually starts with a theory in which hypotheses are formulated and then their design, collection of empirical data and statistical analysis are followed to verify or not the hypotheses. Many times, however, it may not be a pre-existing theory but simply a conceptual framework with a descriptive purpose and / or assumptions about the relationships between the concepts under study. Also, even when a theory pre-exists, research often does not simply result in the verification or non-validation of the theory but in its modifications or new theory (Robson, 2007).

In quantitative research, research questions include the precise wording of the conceptual constructs to be quantified and the specific relationships to be sought. Hypotheses consist of the strict formulation of predictions for the relationships under investigation, based on the theory or findings of previous research (Creswell, 2011).

What we will try to do in this study is to gather information about the attitudes of second grade schools teachers about the integration of students with special educational needs in general schools and then we will try to compare the answers we will collect.

As for the research strategy of the survey, it is based on self-completed questionnaires. Surveys produce quantitative information about a population under study, based on the collection of relevant information from a subset (sample) of the population, in order to describe the characteristics of its members and to investigate possible correlations between these characteristics (Cohen & Manion, 2000). In these

kind of researches, data is collected over a period of time, in order to describe the nature of existing conditions or to identify new ones that will be compared to existing conditions.

- Their characteristics are: a) a large number of participants,
b) data collection based on questionnaires with mainly closed type questions,
c) statistical analysis of the data using a computer.

The answers of the participants in the surveys are measurements of specific variables, which may concern: attitudes, views, opinions - beliefs, expectations, knowledge, behavior, behavior information, factual data, socio-demographic data of individuals (Robson, 2007).

In conclusion, it is worth noting that there are specific stages that characterize a quantitative study, which we followed in our own research and are:

1. configuration of research questions -study of the relevant literature - determination of objectives and assumptions,
2. definition of units of analysis,
3. definition of variables related to objectives and assumptions,
4. construction of data collection tool (in our research the questionnaire),
5. sample,
6. Choosing how to administer the questionnaire (eg by phone, post, online or in person),
7. Handling privacy issues (Robson, 2007).

The research sample

The sample of the thesis is consisted of 150 special education teachers, all of them being females. Also, the majority of them are from 36 to 50 years old and work in the special education field up to 5 years. Also, most of the participants seem to have a master degree.

Data collection tools

The questionnaire is a very useful improvised psychotechnical tool for collecting research material. It is a set of written questions related to a problem, which the researcher addresses uniformly to the subjects of the sample in order to gather the necessary research information. The questions are designed and formulated in such a way that the answers provide us with the requested information. These mainly refer to knowledge, opinions, preferences, interests, feelings, attitudes, values, expectations and generally to the characteristics of all aspects of a person's personality and behavior in predetermined situations (Vamvoukas, 2002). The questions included in the research questionnaires differ in the degree of freedom that allow the examinee to formulate his answer and are of two types: open-ended and closed-ended questions. In open-ended questions, the examinee is asked to state the facts and his views in a flowing speech. In this type of questions, there are no restrictions on either the type of answers or the way they are worded. The respondent is the one who organizes the answer as long as he always answers the subject to which the question refers. The subject responds spontaneously, has the ability to express his feelings and can use lexical wealth, which also reveals his psychology. In closed-ended questions, the answer is pre-structured. Thus in the closed question the choice and the freedom of expression of the respondent are limited to a minimum. Usually the type of answer is predetermined by the questionnaire and the subject is asked to make a simple choice between two or more suggested answers. The answers can be either Yes or No, either Agree or Disagree. In other cases it may be possible to answer with a short phrase, which gives a specific information (Paraskevopoulou, 1993). Their pre-coded form facilitates the indexing of the questionnaire, the classification of the answers and their computer processing (Vamvoukas, 2002).

In order to detect the needs of teachers for the integration of children with special educational needs, it was considered necessary to conduct quantitative research and specifically as a tool was selected the questionnaire to collect the answers that were

necessary for our research. The questionnaire (see Appendix) was anonymous and was designed by the researcher for the purposes of the present study.

More specifically, the questionnaire is consisted of 4 sections. The first one refers to the participants' personal information and has 4 close-ended questions. The second section investigated the participants' integration practices that affect their daily effectiveness in classroom and contains 18 Likert type questions, in a scale from 1 to 6. Continuing, the teachers' concerns about integration are analyzed through 5 Likert type questions in a scale from 1 to 4. Lastly, the schools' condition for the implementation of integration is analyzed with 10 Likert type questions, with answers ranging from 1 to 4.

Sampling procedure

In a quantitative research, the representativeness of the sample is a necessary component for the researcher to be able to lead to valid results. However, since it is not possible for a researcher to study each individual in the study population, he / she concludes by selecting a representative sample of this population. A representative sample allows the researcher to generalize his or her findings. Sampling is used to obtain information from a target population while reducing costs and effort. The number of participants should be large enough that the results are valid, reliable and representative of the target group with minimal margin for error. The sampling method used in this study is based on a sample of odds, also known as sample expediency. In this case the researcher collects a sample whose members he considers to be more important for the specific research. In other words, there is some expediency for the selection of each member in the sample (Cohen, Manion, Morrison, 2008). So we came up with a snowball sample. In an avalanche sample, the researcher first selects some people with the specific characteristics he or she wants to study. These individuals then suggest other individuals, that is, they act as informants, who know and possess the necessary conditions to participate in the research (Cohen, Manion, Morrison, 2008). This method is based on networking and is necessary in populations that are not easy to identify by random sampling (Stalikas, 2005).

The questionnaire was distributed to the special education teachers that showed interest in participating via internet, because of the Covid-19 pandemic and the lockdown. After taking the appropriate permission from the competent authorities, a Google form that contained the questionnaire was used. Also, the participants were informed of the aims of the research, the required completion time and that their identity and answers will remain anonymous.

Statistical tools to analyze the data

To analyze the collected data, the statistical program SPSS was used, and more specifically its 2015 version. All the questions from the questionnaire were presented via frequencies, percentages and cumulative percentages, which were described in both tables and graphs. Also, in order to reply to the research questions the parametric t-test, the non-parametric Kruskal-Wallis and the Pearson coefficient were used.

3.3. Results of the research and discussion

In the following thesis, the teachers' opinions about the integration practices they use in special education, their concern about the integration of the special needs children and their opinions about the schools' conditions for the implementation of this integration are analyzed. To achieve that a questionnaire was used, which contains 4 sections, the participants' personal information and the three subjects that were mentioned above.

Personal information

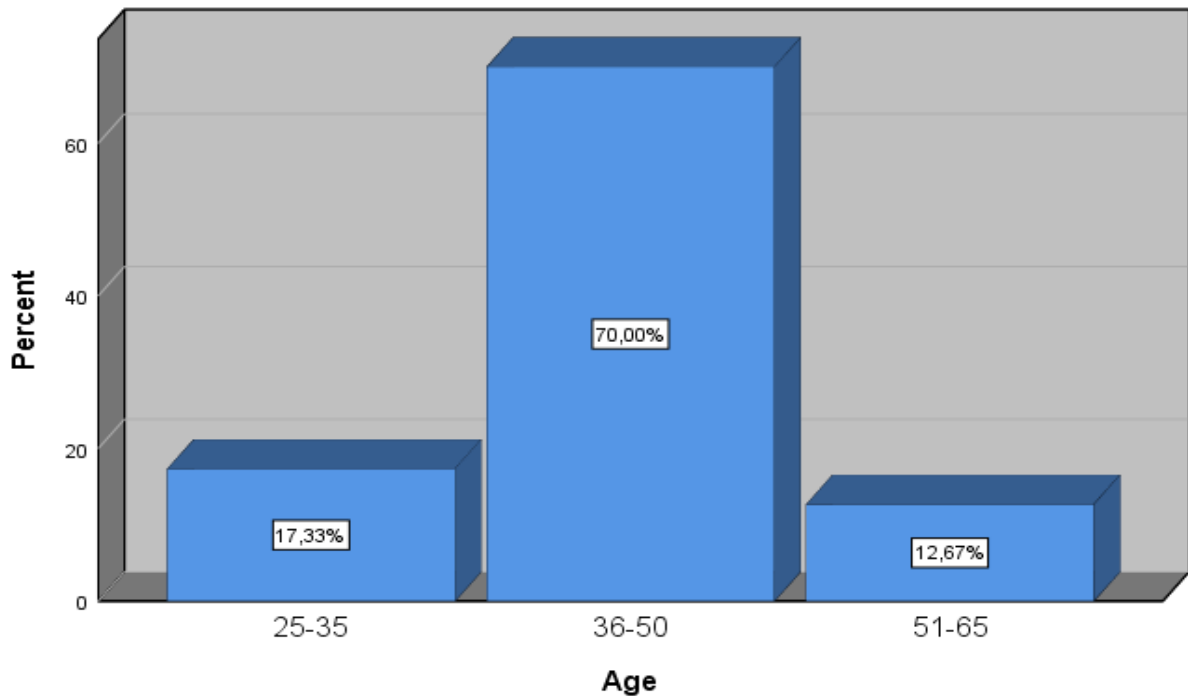
In the following section, the personal information of the participants, are analyzed. Also, it is important to notice that all the participants are females.

In Table 1 and Graph 1, it's obvious that the 70% of the participants are from 36 to 50 years old and the 17.3% of them are from 25 to 35 years old. Also, the rest 12.7% of the participants are from 51 to 65 years old.

Table 1: Age

		Frequency	Valid Percent	Cumulative Percent
Valid	25-35	26	17.3	17.3
	36-50	105	70.0	87.3
	51-65	19	12.7	100.0
	Total	150	100.0	

Graph 1: Age

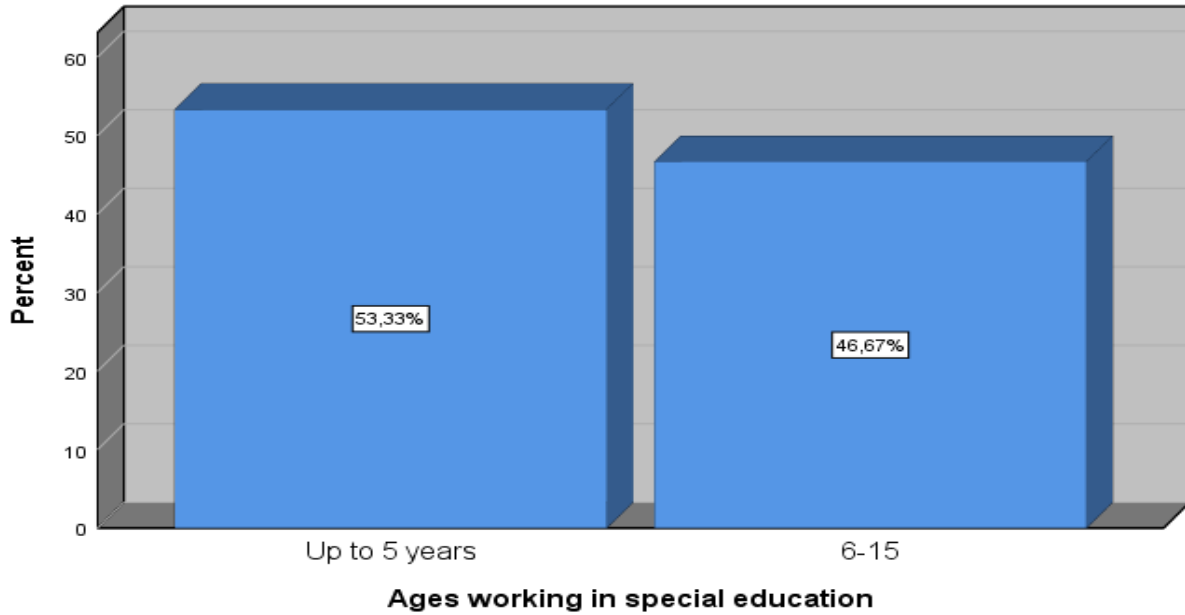


In Table 2 and Graph 2, the participants' working experience in special education is presented. The 53.3% of them work in the special education section up to 5 years, while the rest 46.7% of the participants are working from 6 to 15 years.

Table 2: Ages working in special education

		Frequency	Valid Percent	Cumulative Percent
Valid	Up to 5 years	80	53.3	53.3
	6-15	70	46.7	100.0
	Total	150	100.0	

Graph 2: Ages working in special education

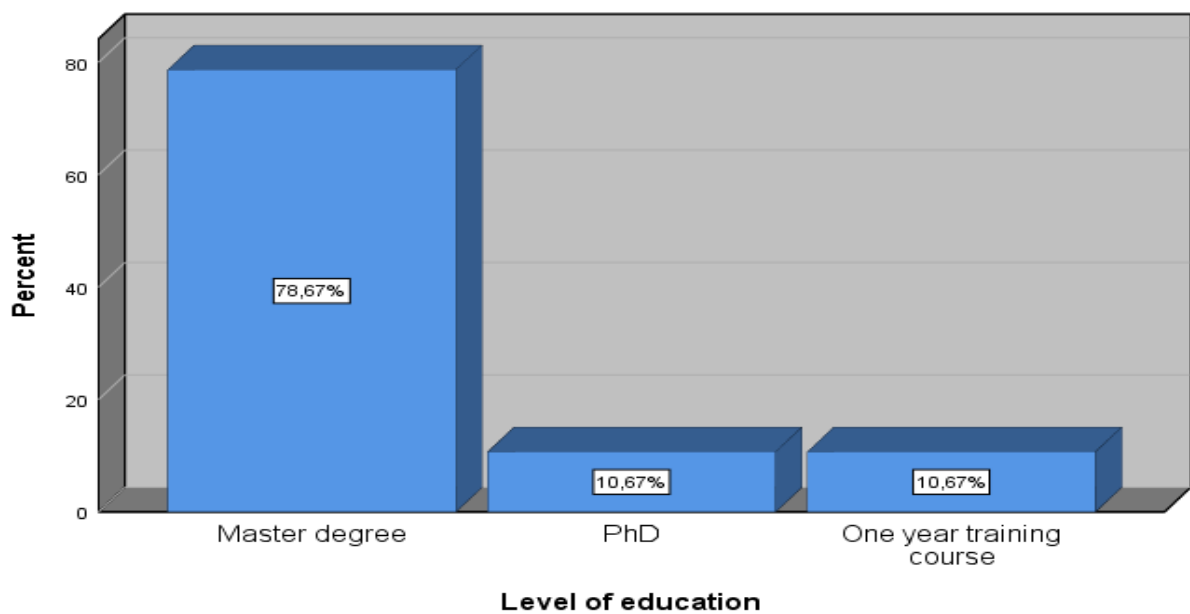


In the following Table 3 and Graph 3, the participants' education level is investigated. As it's visible, 78.7% of them have a master degree, while 10.7% occupy the participants who have a PhD or one year training course, respectively.

Table 3: Level of education

		Frequency	Valid Percent	Cumulative Percent
Valid	Master degree	118	78.7	78.7
	PhD	16	10.7	89.3
	One year training course	16	10.7	100.0
	Total	150	100.0	

Graph 3: Level of education



Integration practices

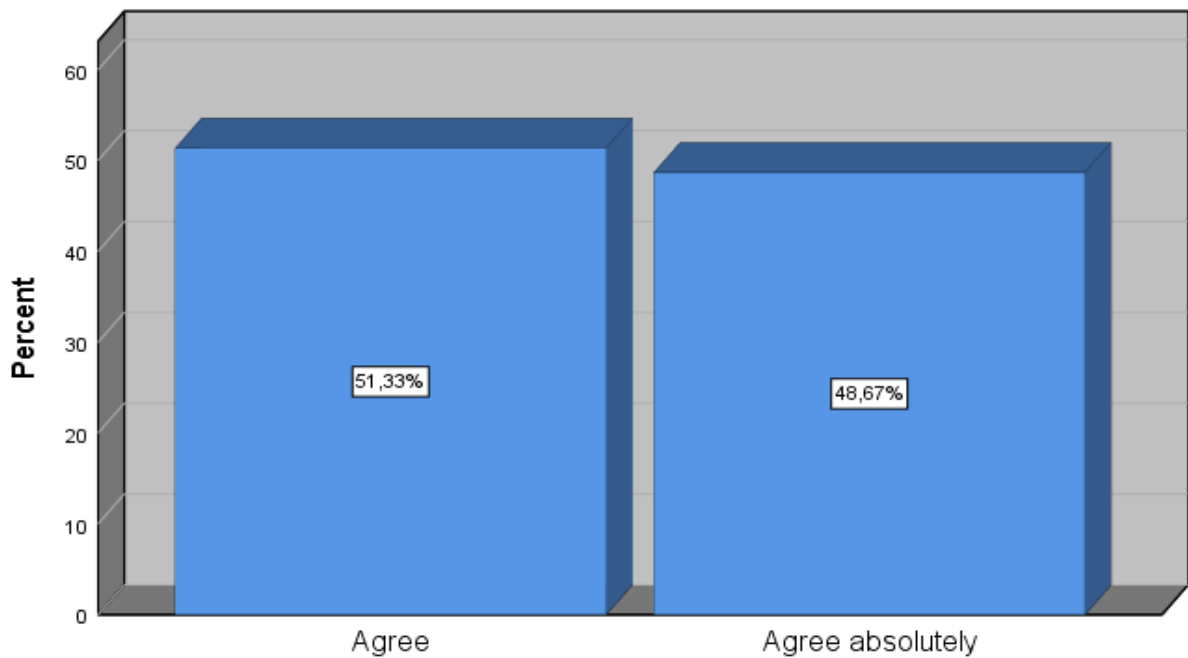
Continuing, the participants' opinions about their effectiveness on daily activities aimed at creating a classroom integration environment are presented.

In Table 4 and Graph 4, it's obvious that the 51.3% of the participants agree that they can make clear to students their expectations for their behavior, while the 48.7% of them absolutely agree.

Table 4: I can make clear to students my expectations for their behavior

		Frequency	Valid Percent	Cumulative Percent
Valid	Agree	77	51.3	51.3
	Agree absolutely	73	48.7	100.0
	Total	150	100.0	

Graph 4: I can make clear to students my expectations for their behavior



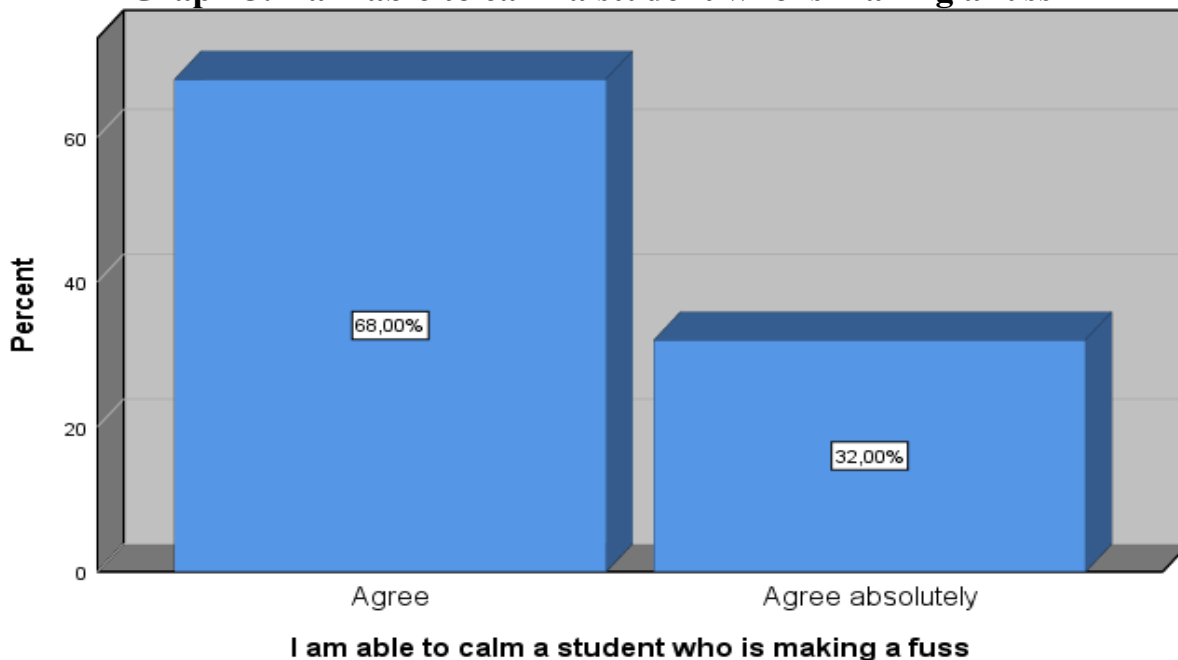
I can make clear to students my expectations for their behavior

Continuing, in Table 5 and Graph 5, the ability of the participants to calm a student who is making a fuss is presented. The 68% of them agree that they are able to calm a student who is making a fuss, while the rest 32% of them totally agree.

Table 5: I am able to calm a student who is making a fuss

		Frequency	Valid Percent	Cumulative Percent
Valid	Agree	102	68.0	68.0
	Agree absolutely	48	32.0	100.0
	Total	150	100.0	

Graph 5: I am able to calm a student who is making a fuss

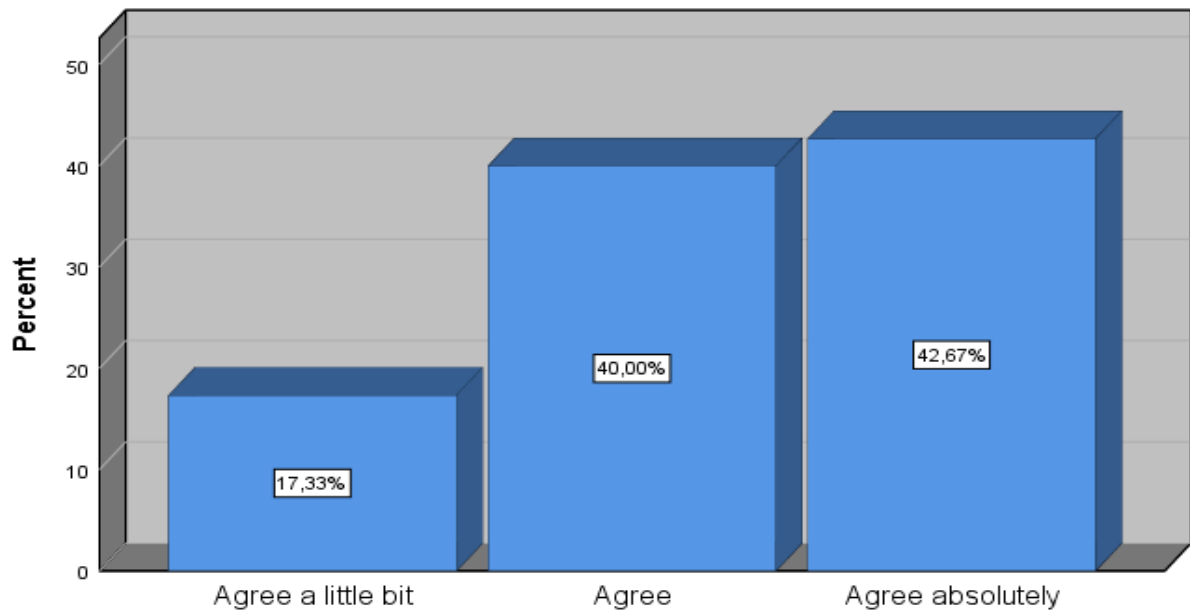


In Table 6 and Graph 6, the ability of the participants to make parents feel comfortable coming to school is presented. The 42.7% of the participants absolutely agree that they can make the parents feel comfortable, while the 40% of them agree. Also, the rest 17.3% of the participants are in a little bit in agreement with this statement.

Table 6: I can make parents feel comfortable coming to school

		Frequency	Valid Percent	Cumulative Percent
Valid	Agree a little bit	26	17.3	17.3
	Agree	60	40.0	57.3
	Agree absolutely	64	42.7	100.0
	Total	150	100.0	

Graph 6: I can make parents feel comfortable coming to school



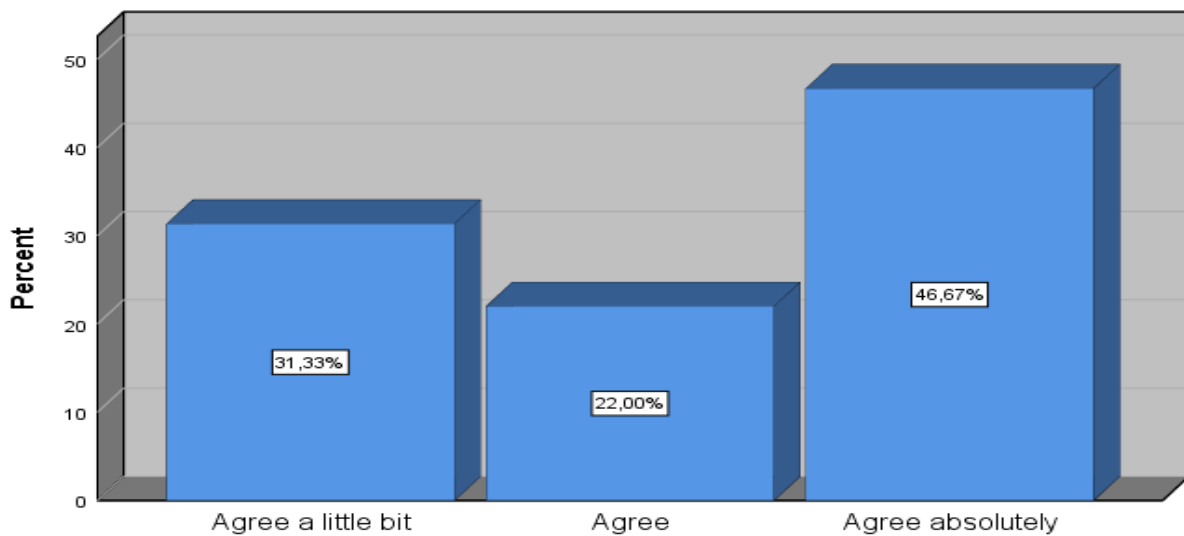
I can make parents feel comfortable coming to school

In Table 7 and Graph 7, it's visible that the 46.7% of the teachers absolutely agree that they can support families in helping their children to improve at school. Meanwhile, the 31.3% of them agree a little and the rest 22% of the participants just agree.

Table 7: I can support families in helping their children improve at school

		Frequency	Valid Percent	Cumulative Percent
Valid	Agree a little bit	47	31.3	31.3
	Agree	33	22.0	53.3
	Agree absolutely	70	46.7	100.0
Total		150	100.0	

Graph 7: I can support families in helping their children improve at school



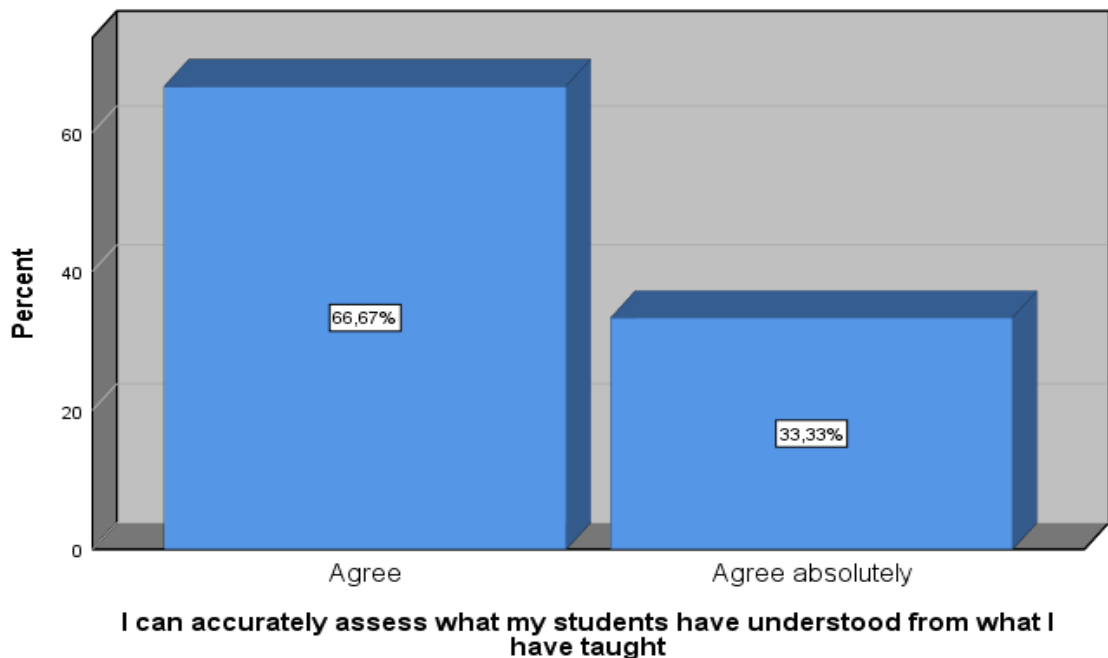
I can support families in helping their children improve at school

Furthermore, in Table 8 and Graph 8, it's also obvious that the 66.7% of the participants agree they can accurately assess what their students have understood from what they have taught, while the rest 33.3% of the totally agree.

Table 8: I can accurately assess what my students have understood from what I have taught

		Frequency	Valid Percent	Cumulative Percent
Valid	Agree	100	66.7	66.7
	Agree absolutely	50	33.3	100.0
	Total	150	100.0	

Graph 8: I can accurately assess what my students have understood from what I have taught

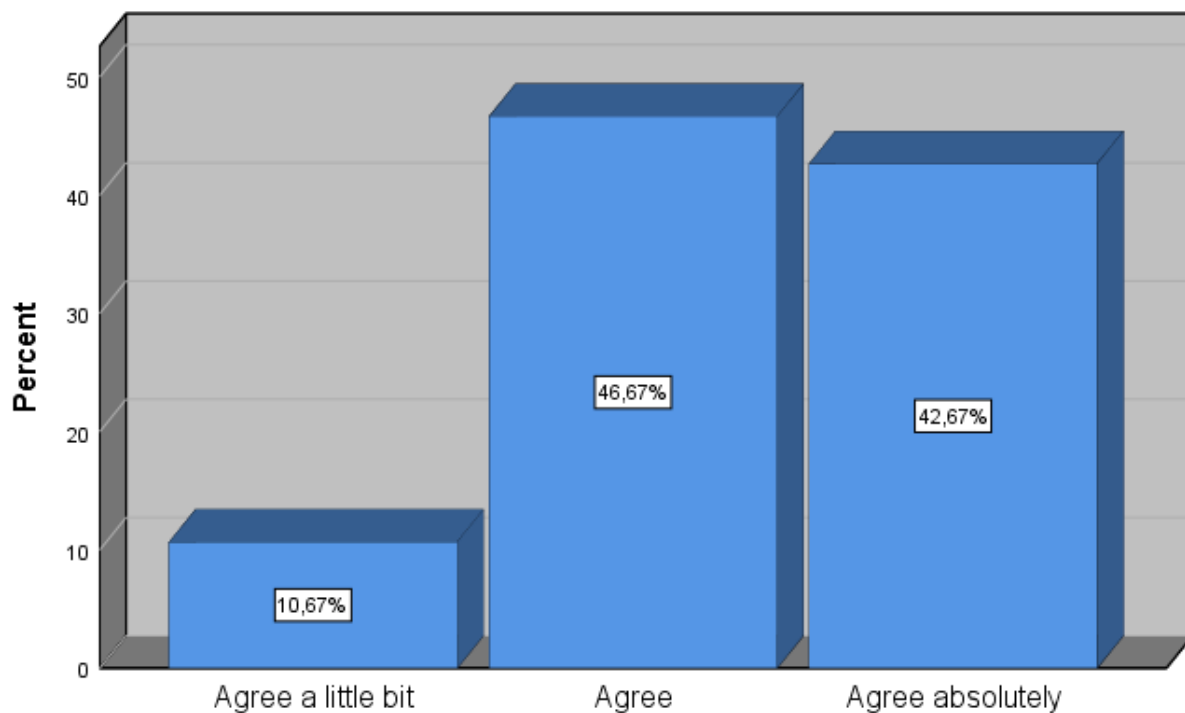


In the following Table 9 and Graph 9, the ability of the participants to provide the appropriate learning challenges to very capable students is presented. The 46.7% of them agree that they are capable of such a task, the 42.7% of them absolutely agree, while the rest 10.7% of the participants agree a little bit.

Table 9: I can provide the appropriate learning challenges to very capable students

		Frequency	Valid Percent	Cumulative Percent
Valid	Agree a little bit	16	10.7	10.7
	Agree	70	46.7	57.3
	Agree absolutely	64	42.7	100.0
	Total	150	100.0	

Graph 9: I can provide the appropriate learning challenges to very capable students



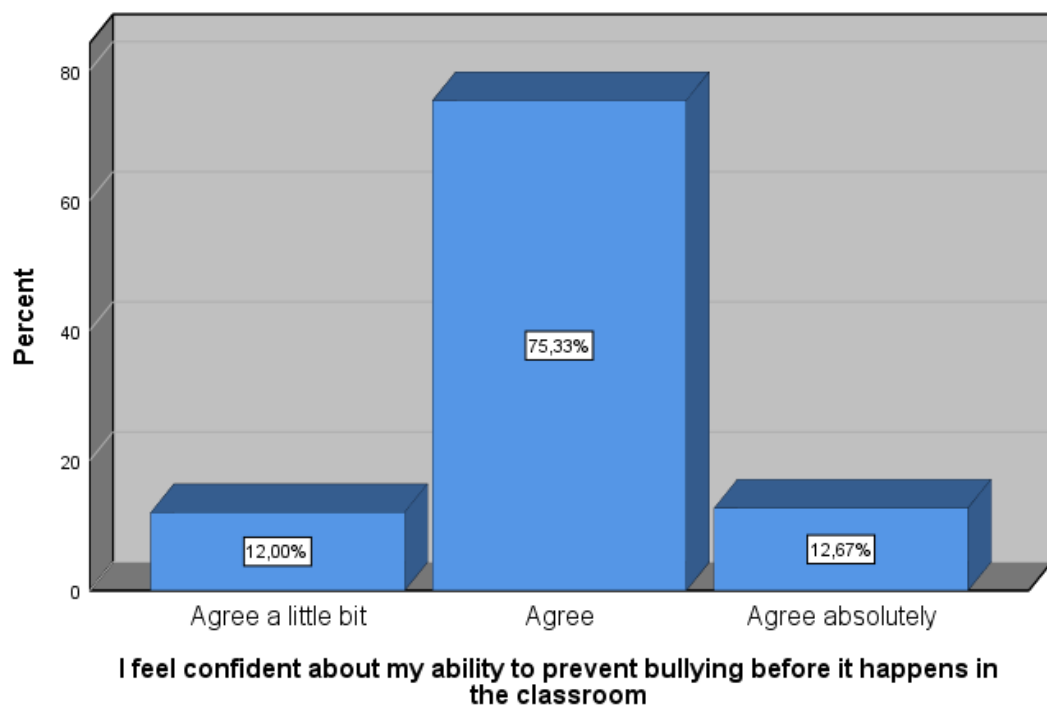
I can provide the appropriate learning challenges to very capable students

In Table 10 and Graph 10 is presented the participants' feeling of confidence when it comes to their ability to prevent bullying before it happens in the classrooms. As it seems, the 75.3% of the participants agree that they have the ability to prevent bullying, the 12.7% of them absolutely agree, while the rest 12% agree a little bit.

Table 10: I feel confident about my ability to prevent bullying before it happens in the classroom

		Frequency	Valid Percent	Cumulative Percent
Valid	Agree a little bit	18	12.0	12.0
	Agree	113	75.3	87.3
	Agree absolutely	19	12.7	100.0
	Total	150	100.0	

Graph 10: I feel confident about my ability to prevent bullying before it happens in the classroom

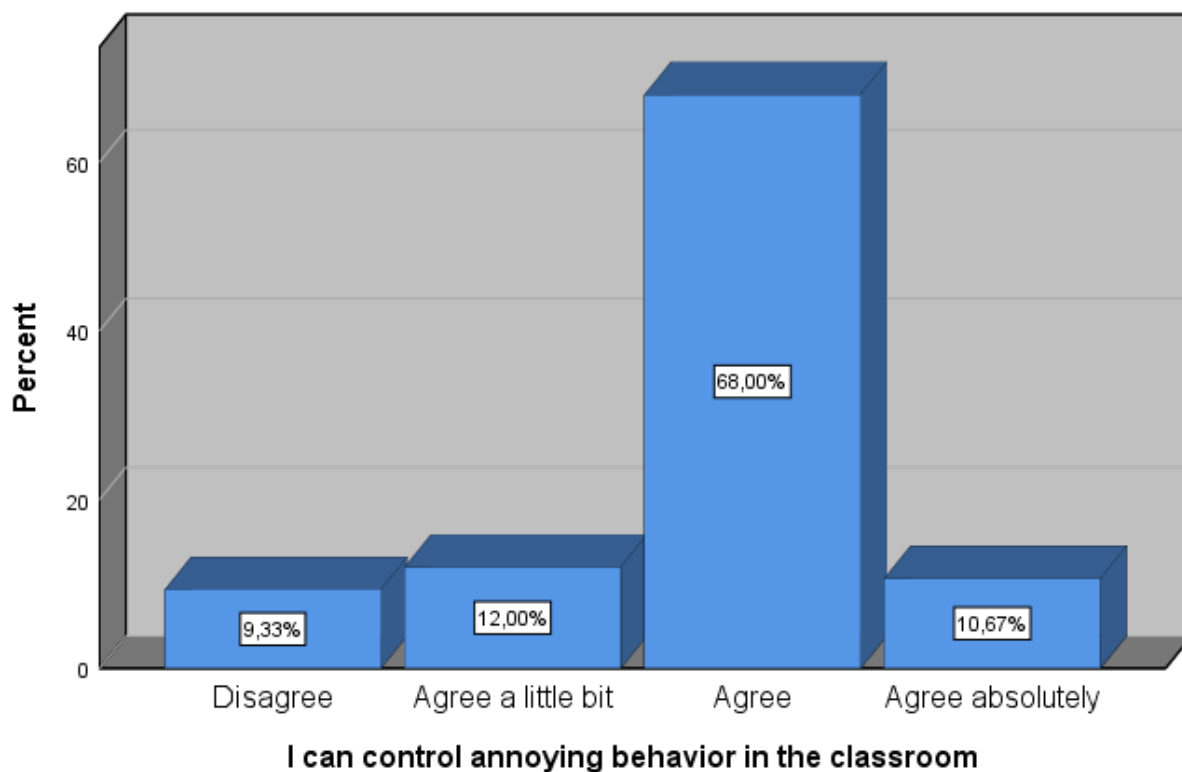


In Table 11 and Graph 11 is investigated the ability of the participants to control annoying behaviors in the classroom. The 68% of them agree that they can control that kind of behaviors and 20% of the participants agree. Also, 10.7% of the teachers absolutely agree that they can control annoying behaviorσ, while the rest 9.3% of them disagree.

Table 11: I can control annoying behavior in the classroom

		Frequency	Valid Percent	Cumulative Percent
Valid	Disagree	14	9.3	9.3
	Agree a little bit	18	12.0	21.3
	Agree	102	68.0	89.3
	Agree absolutely	16	10.7	100.0
	Total	150	100.0	

Graph 11: I can control annoying behavior in the classroom

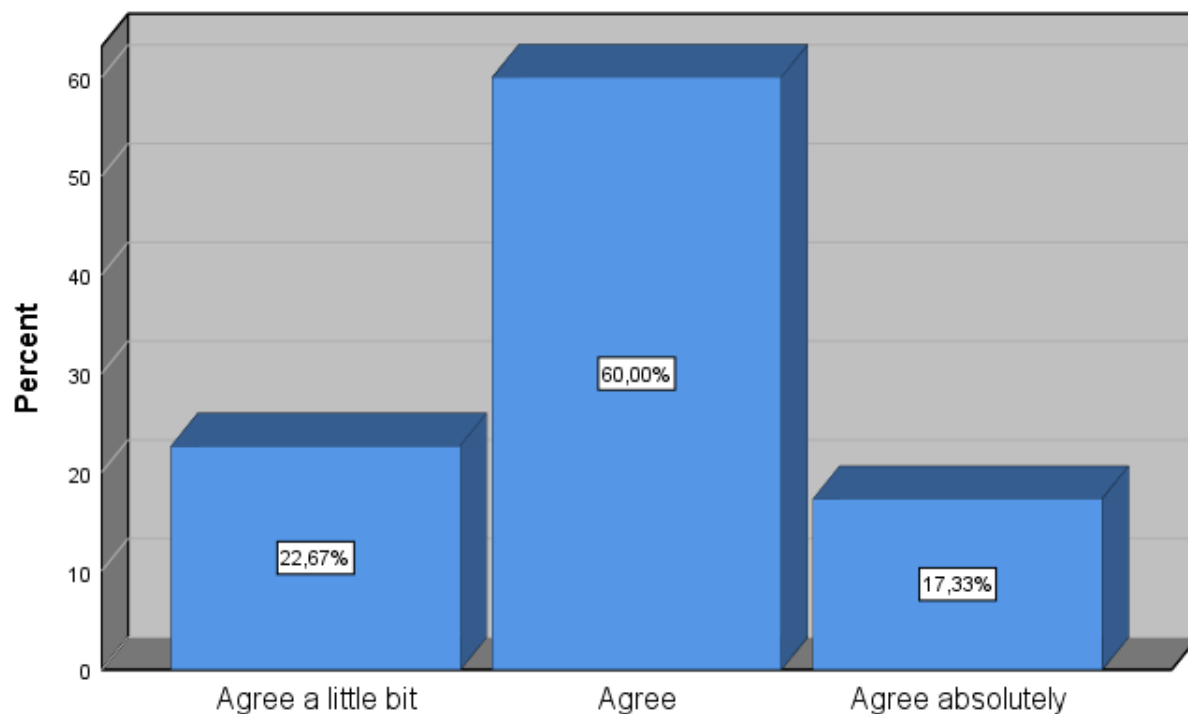


In the following Table 12 and Graph 12, the participants' confidence about being able to involve the parents of the children with disabilities or special educational needs in their school activities is analyzed. The 60% of the teachers agree that they are confident in that field, 22.7% of them agree a little bit, while the rest 17.3% totally agree.

Table 12: I feel confident that I have the ability to involve parents of children with disabilities and / or special educational needs in their school activities

		Frequency	Valid Percent	Cumulative Percent
Valid	Agree a little bit	34	22.7	22.7
	Agree	90	60.0	82.7
	Agree absolutely	26	17.3	100.0
	Total	150	100.0	

Graph 12: I feel confident that I have the ability to involve parents of children with disabilities and / or special educational needs in their school activities



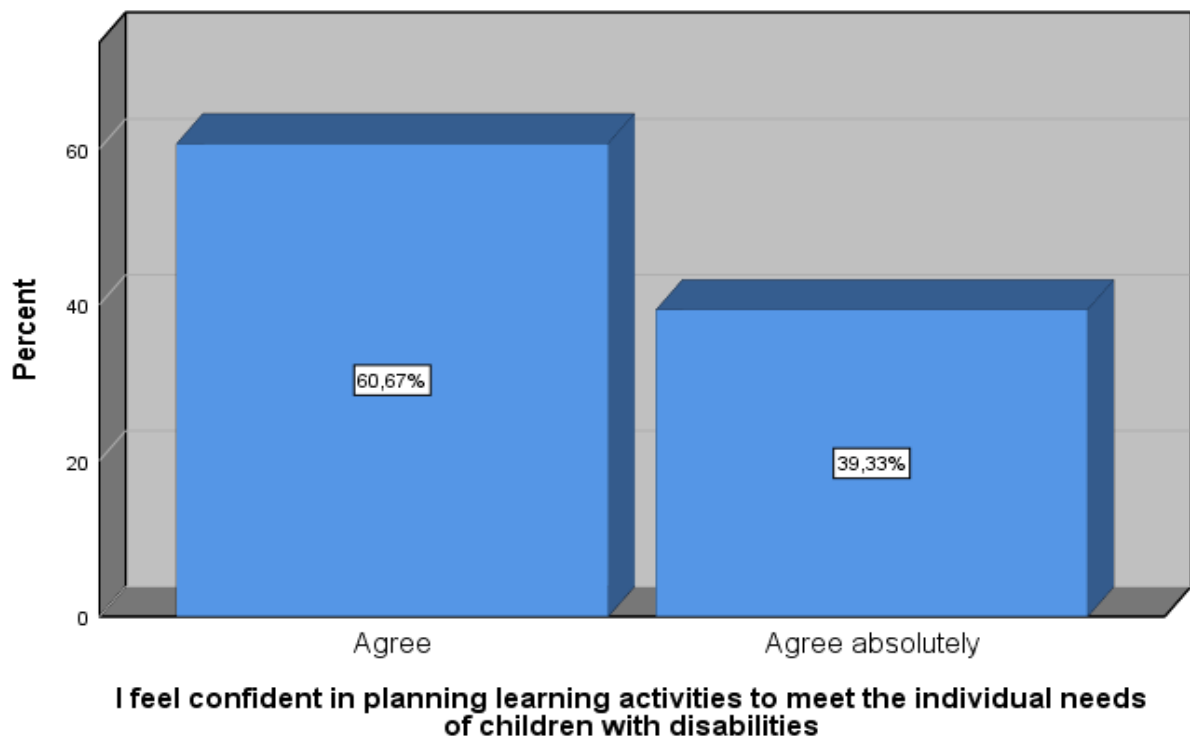
I feel confident that I have the ability to involve parents of children with disabilities and / or special educational needs in their school activities

In Table 13 and Graph 13, it's obvious that 60.7% of the participants agree that they feel confident in planning learning activities to meet the individual needs of children with disabilities. Also, the rest 39.3% of the teachers absolutely agree with the previous statement.

Table 13: I feel confident in planning learning activities to meet the individual needs of children with disabilities

		Frequency	Valid Percent	Cumulative Percent
Valid	Agree	91	60.7	60.7
	Agree absolutely	59	39.3	100.0
	Total	150	100.0	

Graph 13: I feel confident in planning learning activities to meet the individual needs of children with disabilities

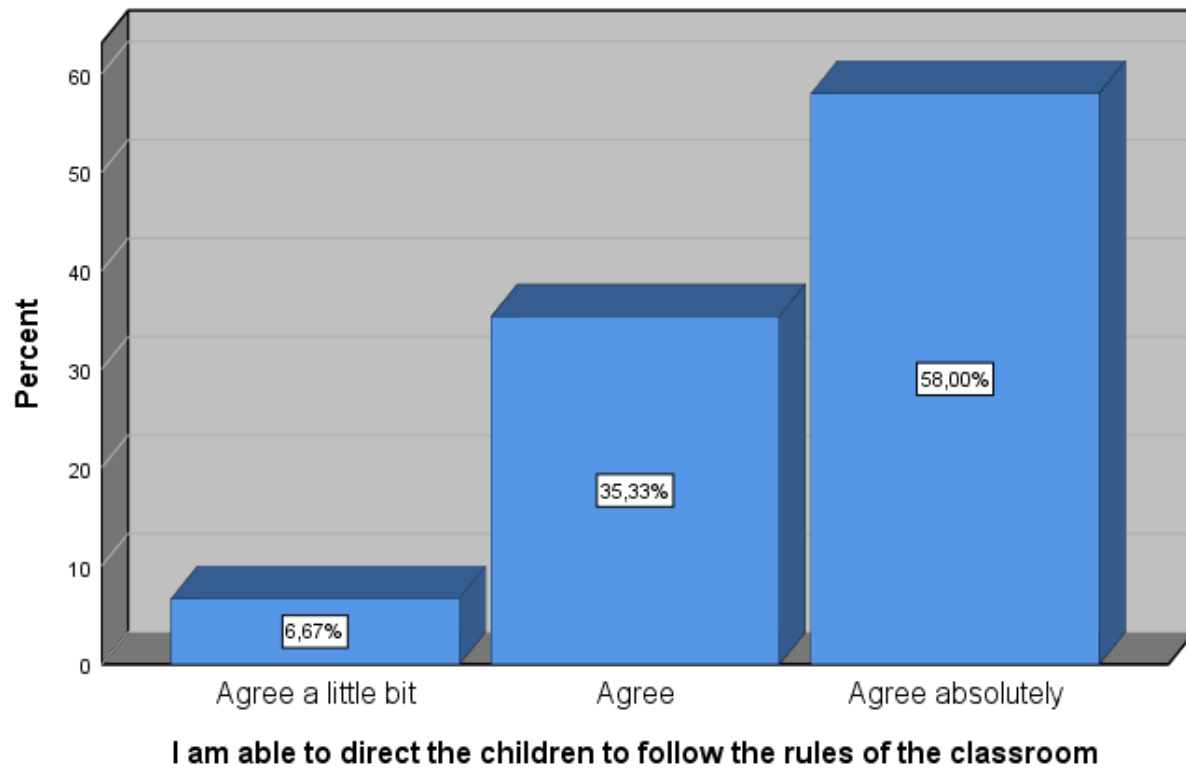


As for the ability of the participants to direct the children to follow the rules of the classroom is investigated through Table 14 and Graph 14. The 58% of the teachers absolutely agree that they are able to direct the children to follow the rules, the 35.3% of them agree, while the rest 6.7% agree a little bit.

Table 14: I am able to direct the children to follow the rules of the classroom

		Frequency	Valid Percent	Cumulative Percent
Valid	Agree a little bit	10	6.7	6.7
	Agree	53	35.3	42.0
	Agree absolutely	87	58.0	100.0
	Total	150	100.0	

Graph 14: I am able to direct the children to follow the rules of the classroom

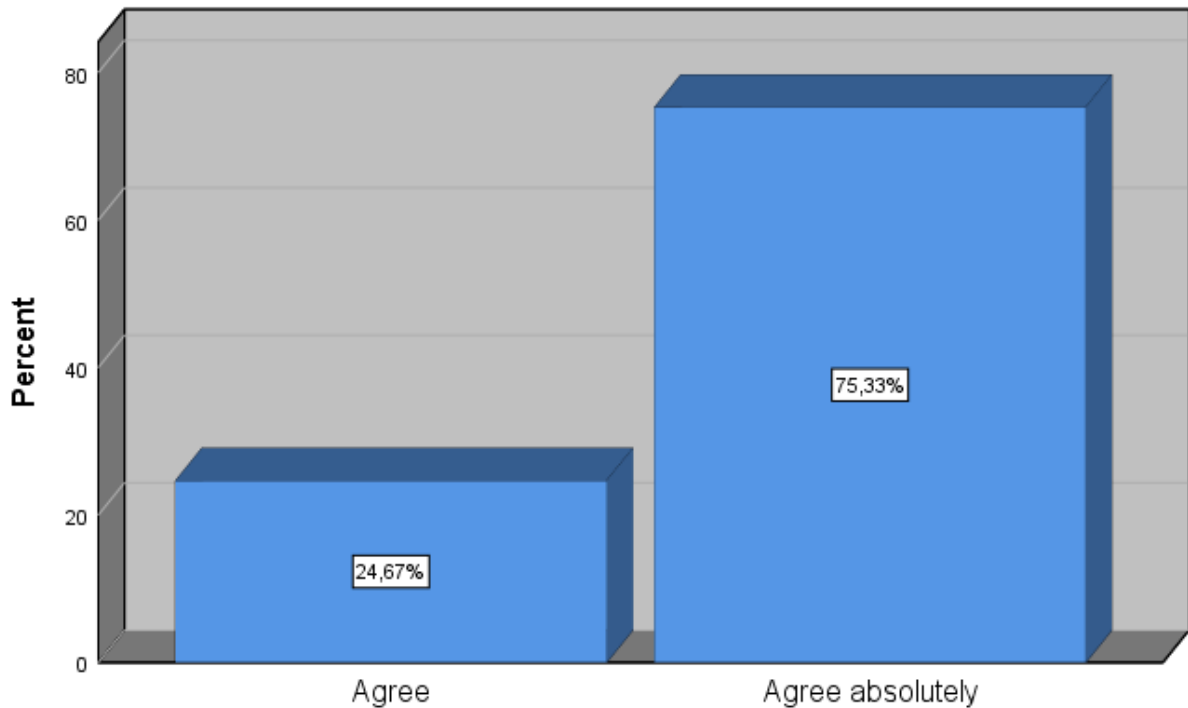


Furthermore, in Table 15 and Graph 15, it is visible that the 75.3% of the teachers totally agree that they can work with other professionals to design educational programs for students with disabilities or special educational needs. Also, the rest 24.7% of them agree with the statement.

Table 15: I can work with other professionals (eg special educators or speech therapists) to design educational programs for students with disabilities and / or special educational needs

		Frequency	Valid Percent	Cumulative Percent
Valid	Agree	37	24.7	24.7
	Agree absolutely	113	75.3	100.0
Total		150	100.0	

Graph 15: I can work with other professionals (eg special educators or speech therapists) to design educational programs for students with disabilities and / or special educational needs



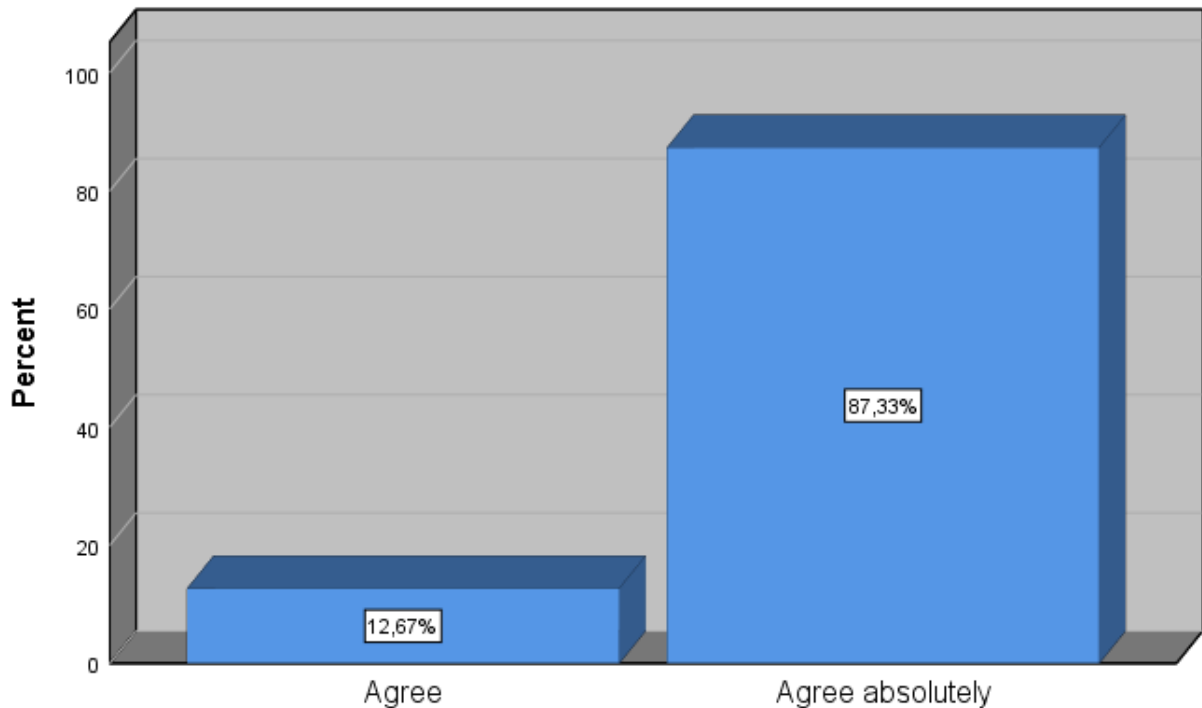
I can work with other professionals (eg special educators or speech therapists) to design educational programs for students with disabilities and / or special educational needs

In Table 16 and Graph 16, the teachers’ opinions as to whether they are able to work with other professionals and staff to teach students with disabilities or special educational needs in the classroom, is analyzed. The majority of the participants absolutely agree (87.3%), while a small percentage seems to agree with the statement (12.7%).

Table 16: I am able to work with other professionals and staff (eg assistants, special educators) to teach students with disabilities and / or special educational needs in the classroom

		Frequency	Valid Percent	Cumulative Percent
Valid	Agree	19	12.7	12.7
	Agree absolutely	131	87.3	100.0
Total		150	100.0	

Graph 16: I am able to work with other professionals and staff (eg assistants, special educators) to teach students with disabilities and / or special educational needs in the classroom



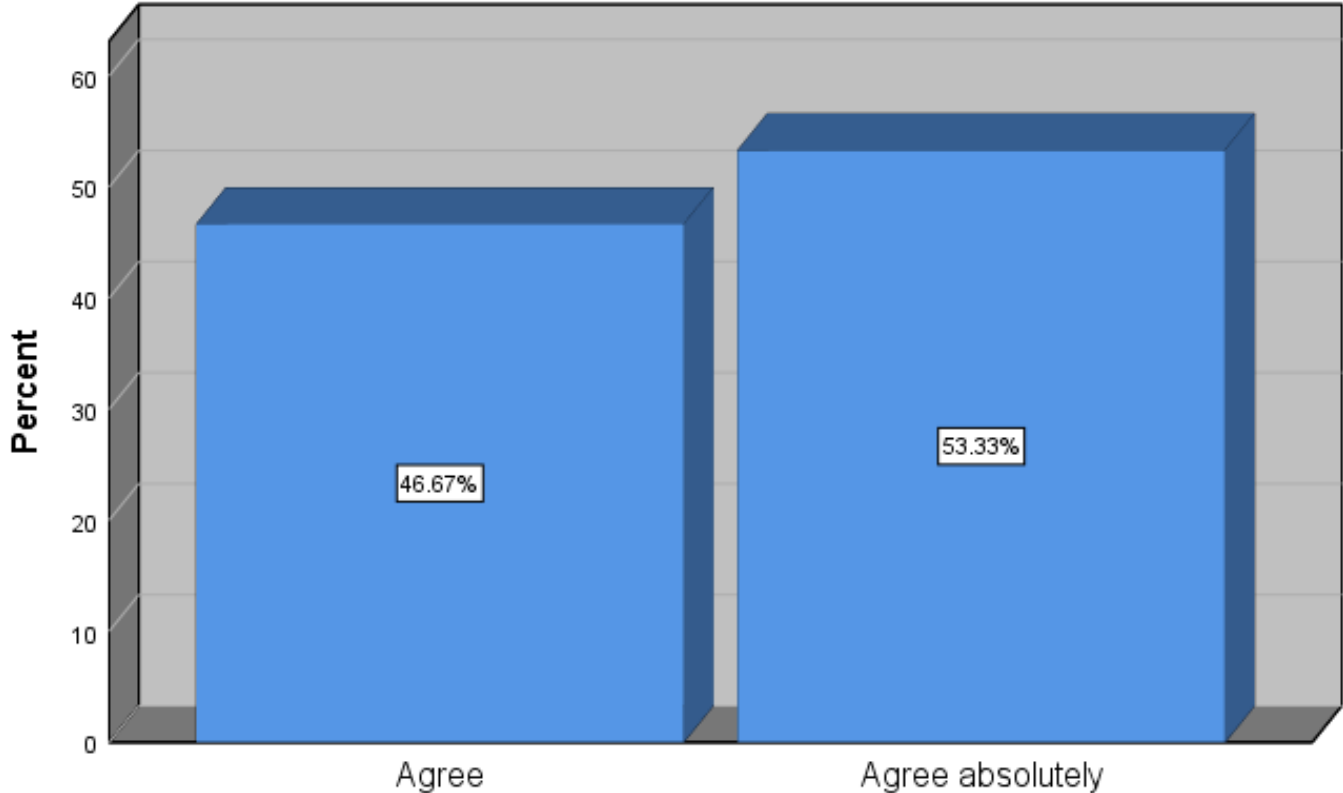
I am able to work with other professionals and staff (eg assistants, special educators) to teach students with disabilities and / or special educational needs in the classroom.

Furthermore, the 53.3% of the respondents absolutely agree that they are confident when it comes to directing students to work in pairs or small groups, while 46.7% just agree. The above results are presented in Table 17 and Graph 17.

Table 17: I feel confident that I have the ability to direct students to work in pairs or small groups

		Frequency	Valid Percent	Cumulative Percent
Valid	Agree	70	46.7	46.7
	Agree absolutely	80	53.3	100.0
	Total	150	100.0	

Graph 17: I feel confident that I have the ability to direct students to work in pairs or small groups



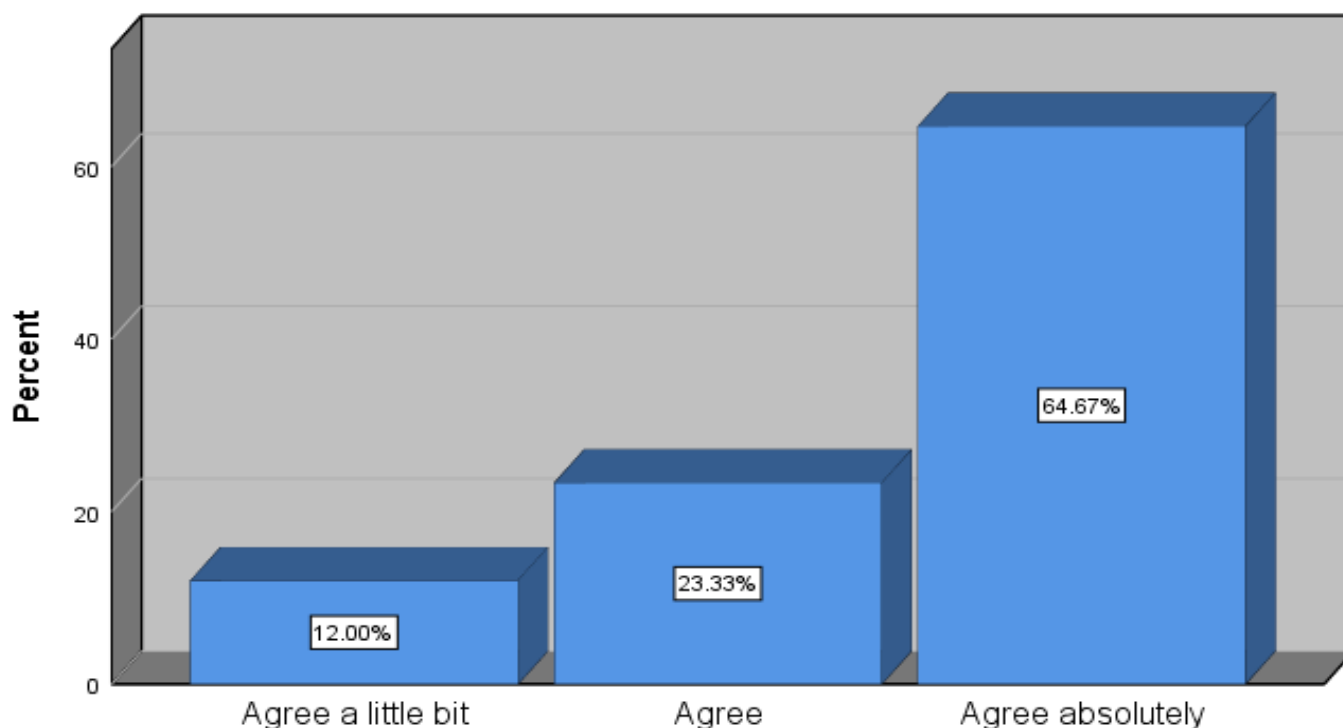
I feel confident that I have the ability to direct students to work in pairs or small groups

In Table 18 and Graph 18, whether the participants can use a variety of evaluation methods is investigated. 64.7% of the educators absolutely agree with the statement, 23.3% simply agree, while the rest 12% agrees on a lower level.

Table 18: I can use a variety of evaluation methods (for example, portfolio evaluation, modified evaluation activities, performance evaluation, etc.)

		Frequency	Valid Percent	Cumulative Percent
Valid	Agree a little bit	18	12.0	12.0
	Agree	35	23.3	35.3
	Agree absolutely	97	64.7	100.0
	Total	150	100.0	

Graph 18: I can use a variety of evaluation methods (for example, portfolio evaluation, modified evaluation activities, performance evaluation, etc.)



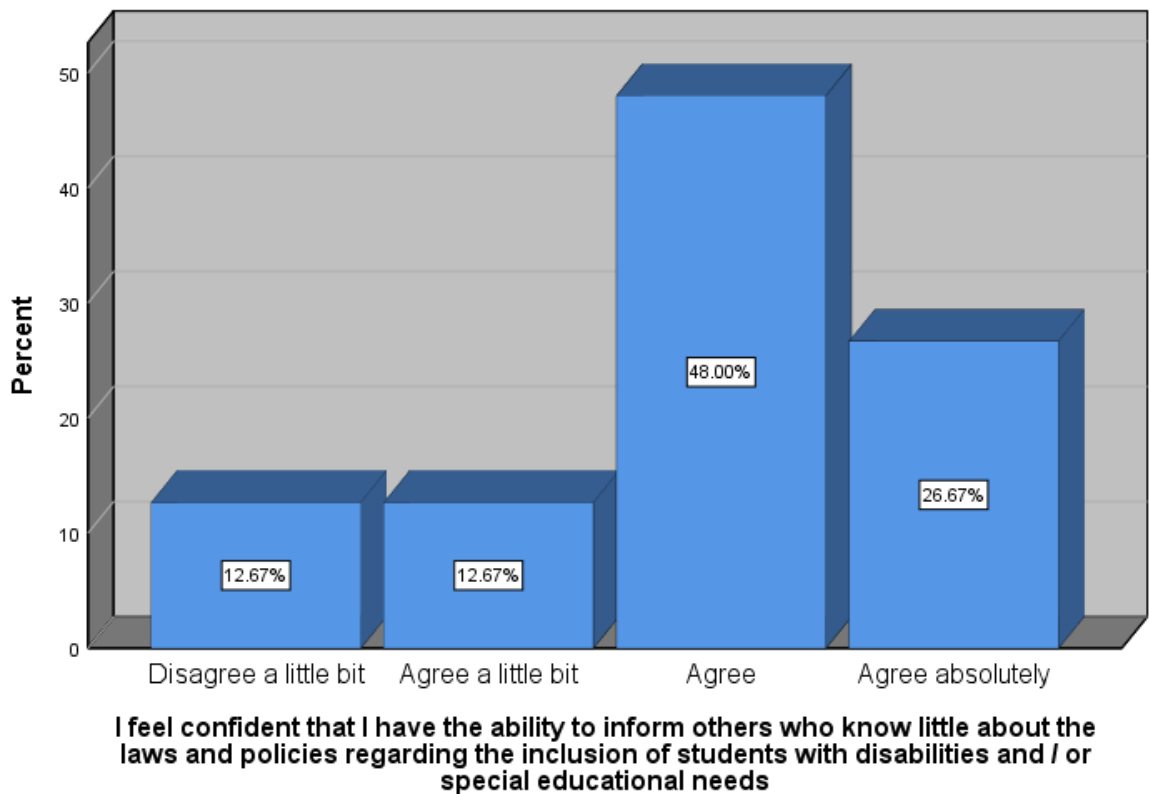
I can use a variety of evaluation methods (for example, portfolio evaluation, modified evaluation activities, performance evaluation, etc.)

In Table 19 and Graph 19, the participants' confidence when it comes to informing others who know little about the laws and policies regarding the inclusion of students with disabilities and special educational needs, is investigated. 48% of the participants agree that they are confident in this certain field, those who absolutely agree reach 26.7%, while those who agree or disagree a little bit occupy 12.7% each.

Table 19: I feel confident that I have the ability to inform others who know little about the laws and policies regarding the inclusion of students with disabilities and / or special educational needs

		Frequency	Valid Percent	Cumulative Percent
Valid	Disagree a little bit	19	12.7	12.7
	Agree a little bit	19	12.7	25.3
	Agree	72	48.0	73.3
	Agree absolutely	40	26.7	100.0
	Total	150	100.0	

Graph 19: I feel confident that I have the ability to inform others who know little about the laws and policies regarding the inclusion of students with disabilities and / or special educational needs

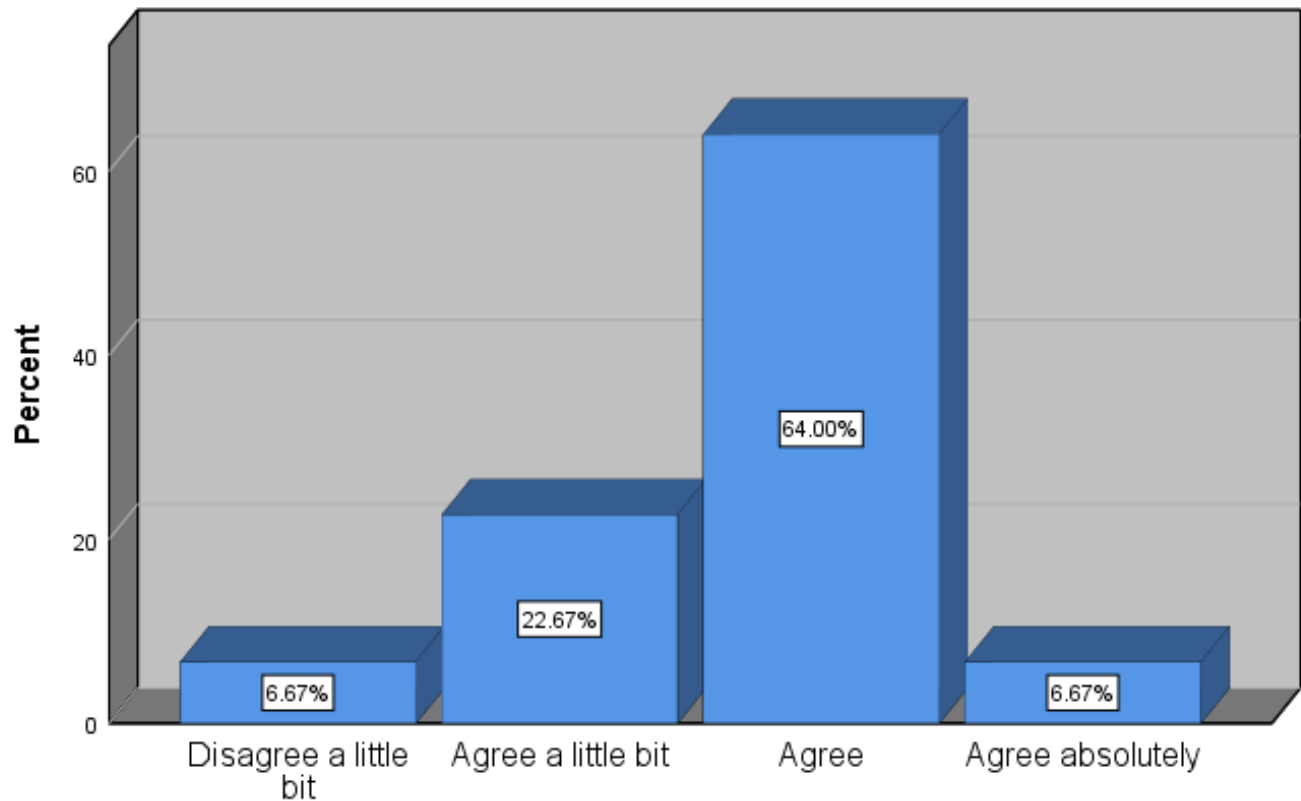


Through Table 20 and Graph 20, it seems that 64% of the participants agree that they are confident when dealing with students who use physical violence, while 22.7% of them agree a little bit. Also, the participants who absolutely agree or disagree a little bit reach 6.7% respectively.

Table 20: I feel confident when dealing with students who use physical violence

		Frequency	Valid Percent	Cumulative Percent
Valid	Disagree a little bit	10	6.7	6.7
	Agree a little bit	34	22.7	29.3
	Agree	96	64.0	93.3
	Agree absolutely	10	6.7	100.0
	Total	150	100.0	

Graph 20: I feel confident when dealing with students who use physical violence



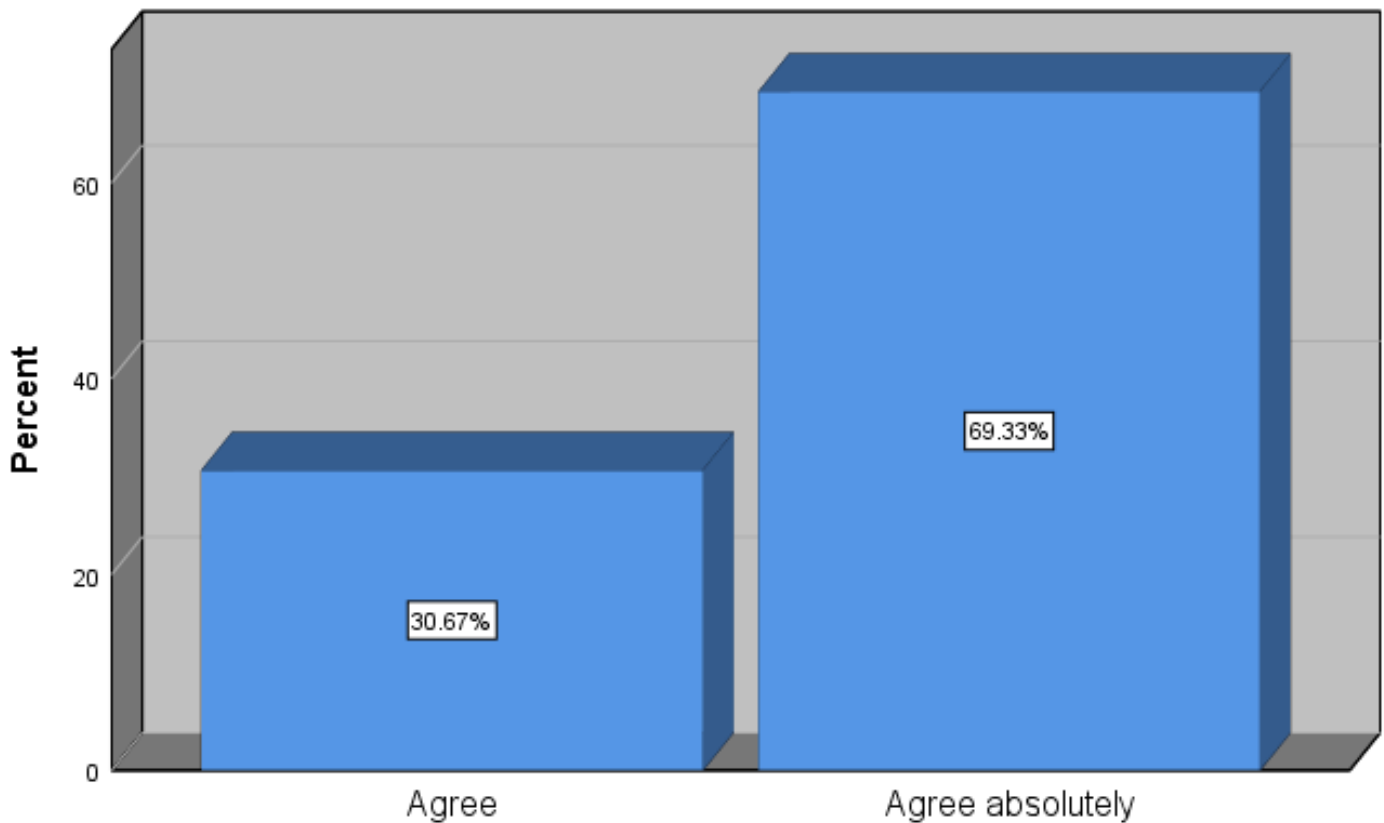
I feel confident when dealing with students who use physical violence

In the last Table 21 and Graph 21 of this section, it is obvious that 69.3% of the educators absolutely agree that they are able to provide an alternative explanation or example when students are confused, with the rest 30.7% agreeing on a lower level.

Table 21: I am able to provide an alternative explanation or example when students are confused

		Frequency	Valid Percent	Cumulative Percent
Valid	Agree	46	30.7	30.7
	Agree absolutely	104	69.3	100.0
	Total	150	100.0	

Graph 21: I am able to provide an alternative explanation or example when students are confused



I am able to provide an alternative explanation or example when students are confused

Concerns about integration

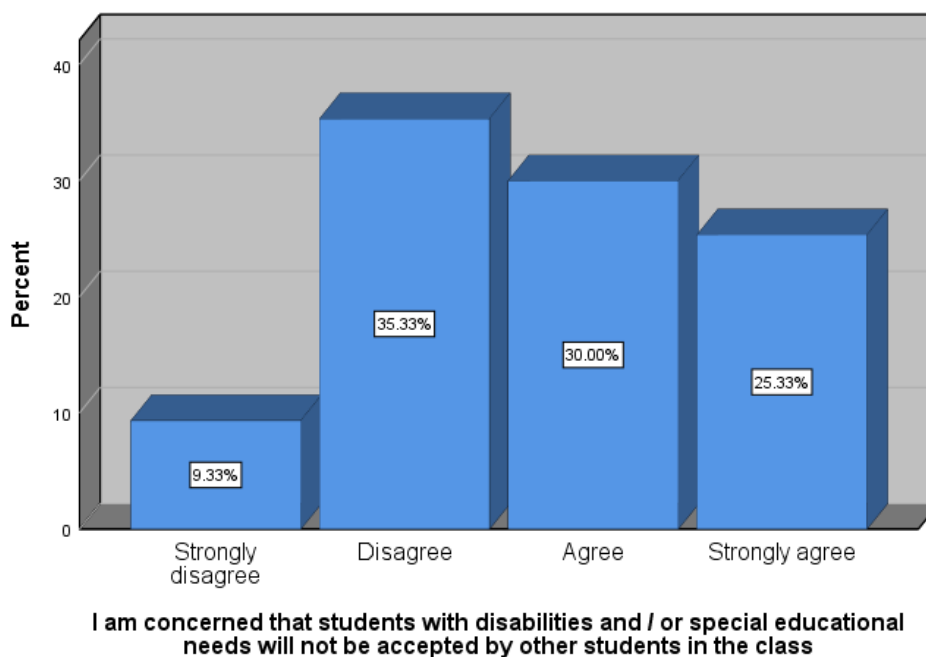
In the third chapter of the descriptive statistic, the educators' concerns about the inclusive education of students with special abilities and disabilities in general schools will be analyzed.

In Table 22 and Graph 22, it seems that 35.3% of the teachers disagree that they are concerned that students with disabilities won't be accepted by other students, 30% agree, while 25.3% strongly agree. However, the participants who strongly disagree reach the 9.3%.

Table 22: I am concerned that students with disabilities and / or special educational needs will not be accepted by other students in the class

		Frequency	Valid Percent	Cumulative Percent
Valid	Strongly disagree	14	9.3	9.3
	Disagree	53	35.3	44.7
	Agree	45	30.0	74.7
	Strongly agree	38	25.3	100.0
	Total	150	100.0	

Graph 22: I am concerned that students with disabilities and / or special educational needs will not be accepted by other students in the class

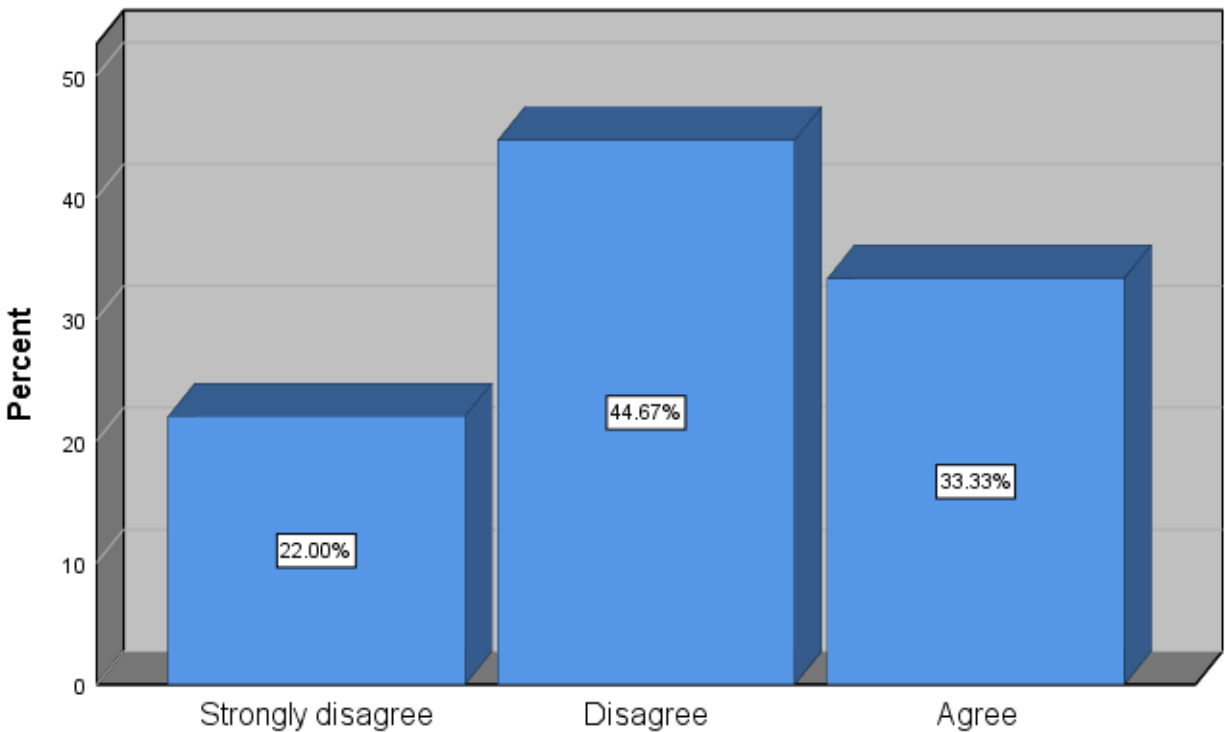


In Table 23 and Graph 23, whether the participants are worried about being difficult to give proper attention to all students in an inclusive classroom is analyzed. The 44.7% of the sample disagrees with the previous statement, the 33.3% agrees, while those who strongly disagree reach the 22%.

Table 23: I'm worried that it will be difficult to give proper attention to all students in an inclusive classroom

		Frequency	Valid Percent	Cumulative Percent
Valid	Strongly disagree	33	22.0	22.0
	Disagree	67	44.7	66.7
	Agree	50	33.3	100.0
	Total	150	100.0	

Graph 23: I'm worried that it will be difficult to give proper attention to all students in an inclusive classroom



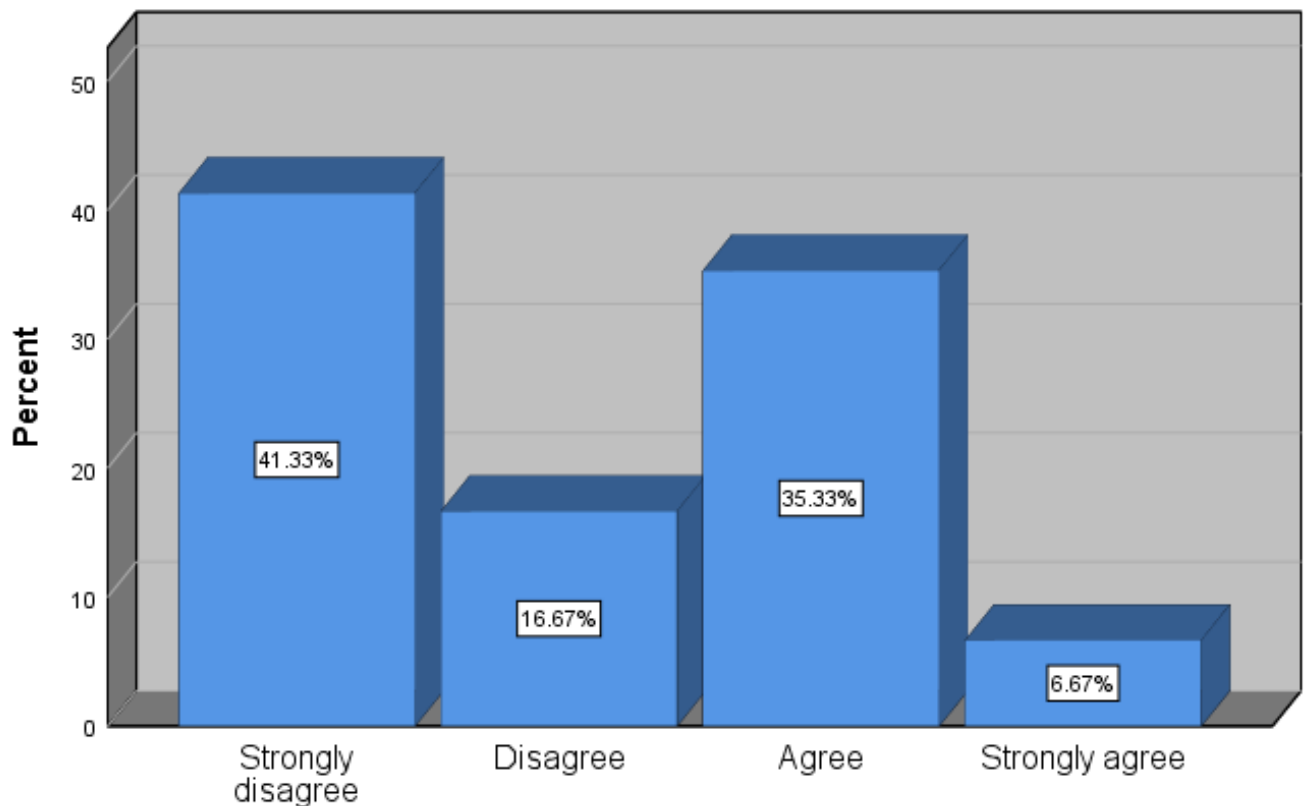
I'm worried that it will be difficult to give proper attention to all students in an inclusive classroom

In Table 24 and Graph 24, it seems that 41.3% of the educators strongly disagree that they are worried that their workload will increase if they have students with disabilities and special educational needs in their class. Also, 35.3% agree that the workload will increase, the 16.7% disagree and only 6.7% strongly agree.

Table 24: I am worried that my workload will increase if I have students with disabilities and / or special educational needs in my class

		Frequency	Valid Percent	Cumulative Percent
Valid	Strongly disagree	62	41.3	41.3
	Disagree	25	16.7	58.0
	Agree	53	35.3	93.3
	Strongly agree	10	6.7	100.0
	Total	150	100.0	

Graph 24: I am worried that my workload will increase if I have students with disabilities and / or special educational needs in my class



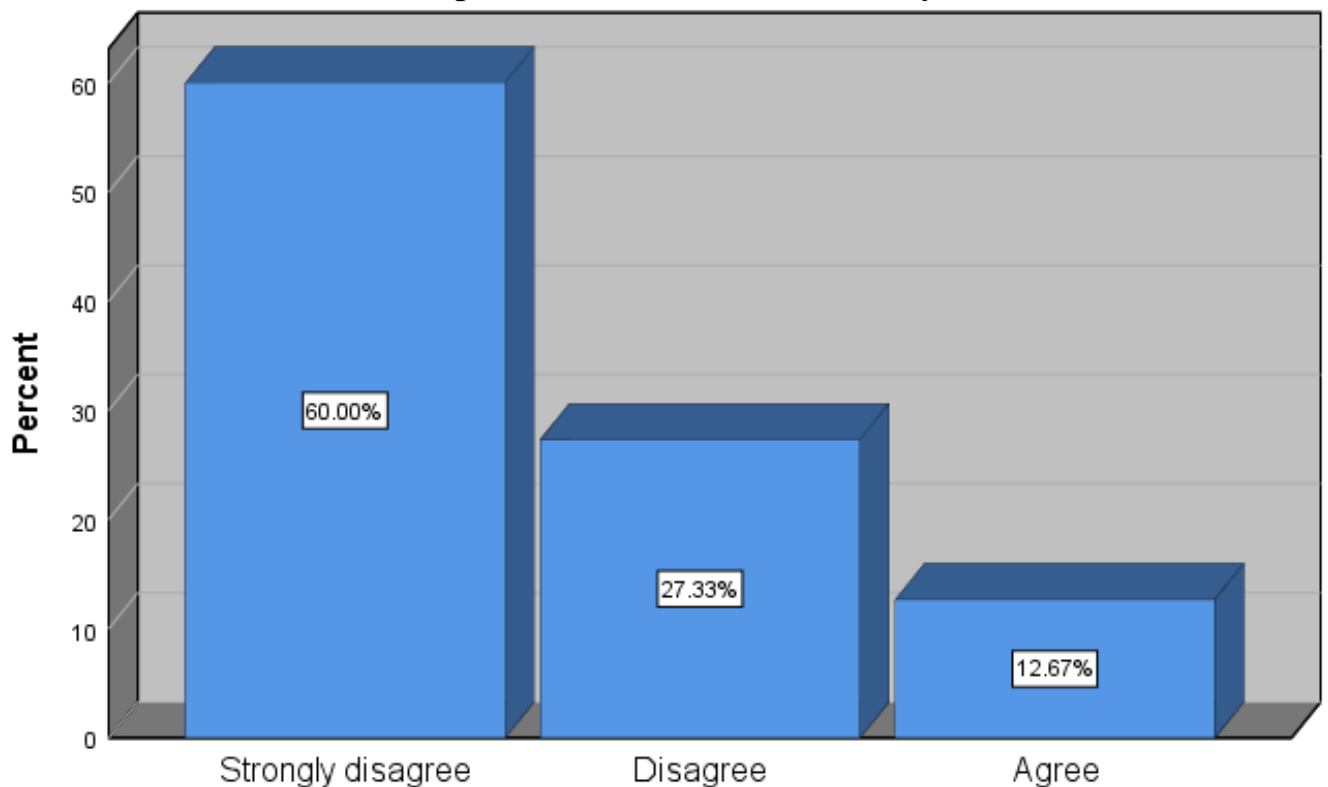
I am worried that my workload will increase if I have students with disabilities and / or special educational needs in my class

Continuing in Table 25 and Graph 25, whether the participants worry about being more anxious if they teach to students with disabilities and special education needs in their class. The 60% of them strongly disagree with the previous statement, 27.3% disagree and only 12.7% seem to agree.

Table 25: I worry that I will be more anxious if I have students with disabilities and / or special educational needs in my class

		Frequency	Valid Percent	Cumulative Percent
Valid	Strongly disagree	90	60.0	60.0
	Disagree	41	27.3	87.3
	Agree	19	12.7	100.0
	Total	150	100.0	

Graph 25: I worry that I will be more anxious if I have students with disabilities and / or special educational needs in my class



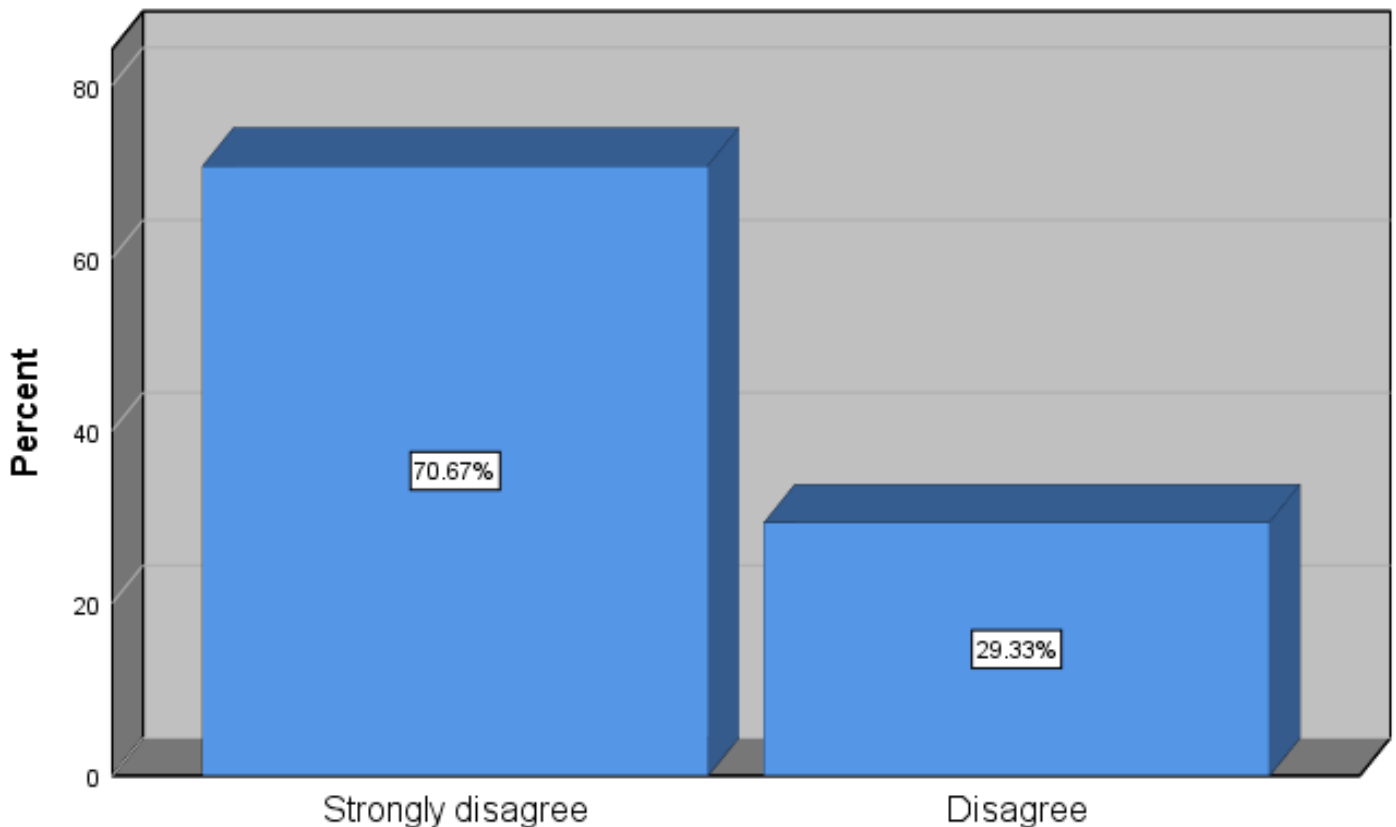
I worry that I will be more anxious if I have students with disabilities and / or special educational needs in my class

In Table 26 and Graph 26, it is obvious that 70.7% of the participants strongly disagree that there is a concern that they do not have the knowledge and the needed skills to teach students with disabilities and special educational needs, while 29.3% simply disagree.

Table 26: I am concerned that I do not have the knowledge and skills needed to teach students with disabilities and / or special educational needs

		Frequency	Valid Percent	Cumulative Percent
Valid	Strongly disagree	106	70.7	70.7
	Disagree	44	29.3	100.0
	Total	150	100.0	

Graph 26: I am concerned that I do not have the knowledge and skills needed to teach students with disabilities and / or special educational needs



I am concerned that I do not have the knowledge and skills needed to teach students with disabilities and / or special educational needs

Conditions for the implementation of integration

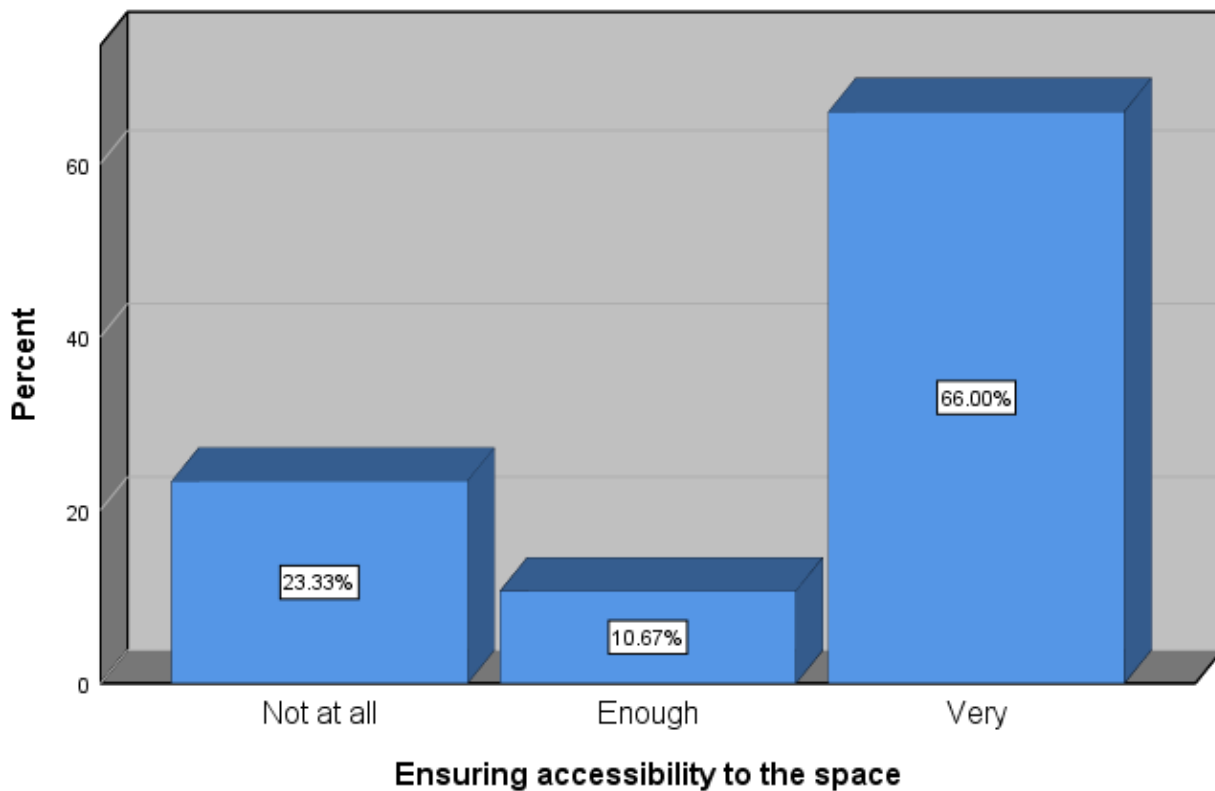
In this section, the participants answer in 10 Likert-type questions, referring to the school's readiness to implement integration. The answers range from 1: Not at all, to 4: Excellent and the participants were asked to indicate whether the below conditions are met in their school.

In the following Table 27 and Graph 27, it is clear that 66% of the participants, believe that their school’s accessibility is very good, 23.3% of them believe that it is not good at all, while the rest 10.7% answered “Enough”.

Table 27: Ensuring accessibility to the space

		Frequency	Valid Percent	Cumulative Percent
Valid	Not at all	35	23.3	23.3
	Enough	16	10.7	34.0
	Very	99	66.0	100.0
	Total	150	100.0	

Graph 27: Ensuring accessibility to the space

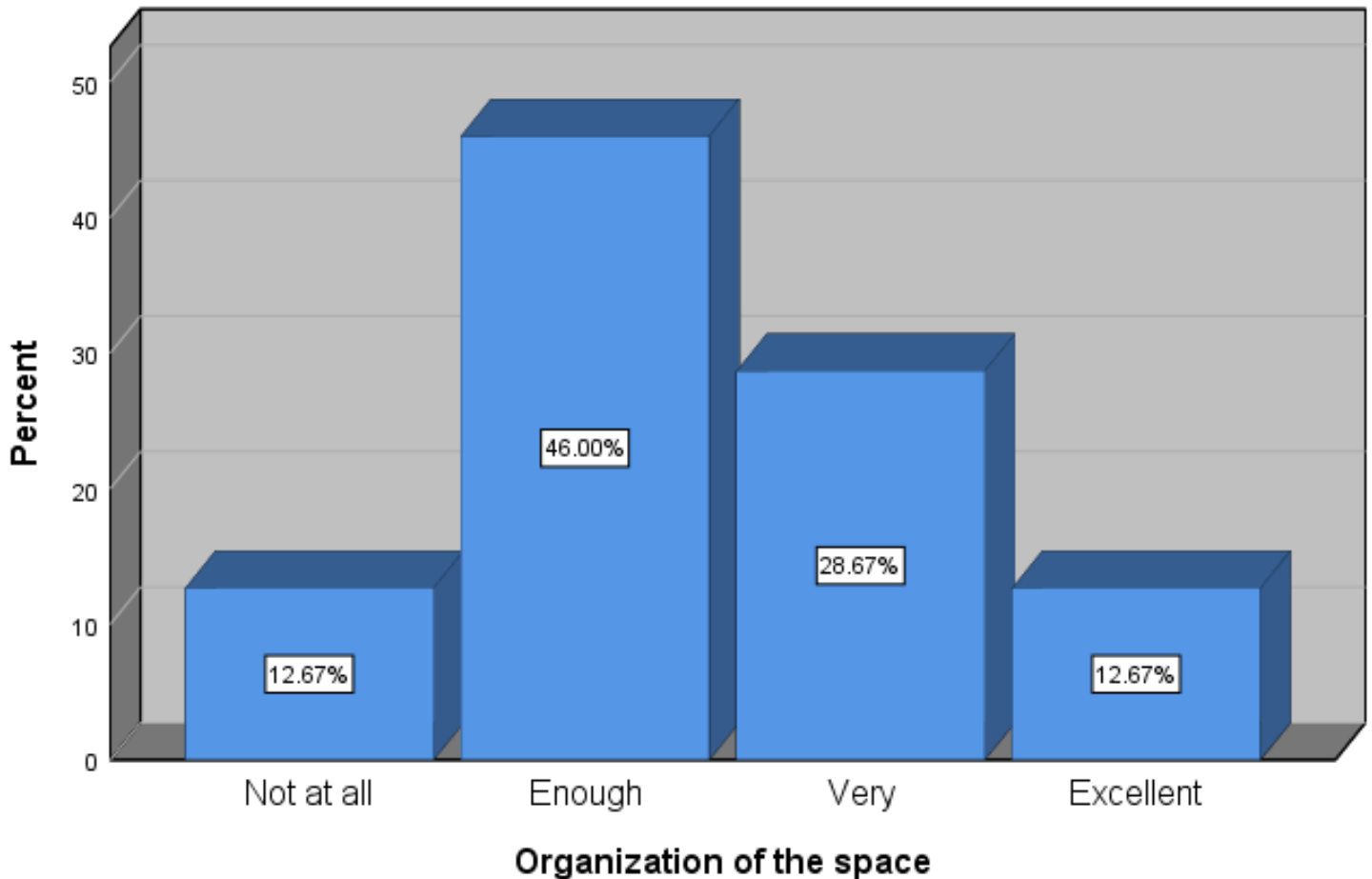


Continuing, the participants answered by 46%, that there is enough organization of the school’s space, while those who believe that the organization is very good, occupy 28.7% of the sample. Additionally, the answers “Not at all” and “Excellent”, reach 12.7% each.

Table 28: Organization of the space

		Frequency	Valid Percent	Cumulative Percent
Valid	Not at all	19	12.7	12.7
	Enough	69	46.0	58.7
	Very	43	28.7	87.3
	Excellent	19	12.7	100.0
	Total	150	100.0	

Graph 28: Organization of the space

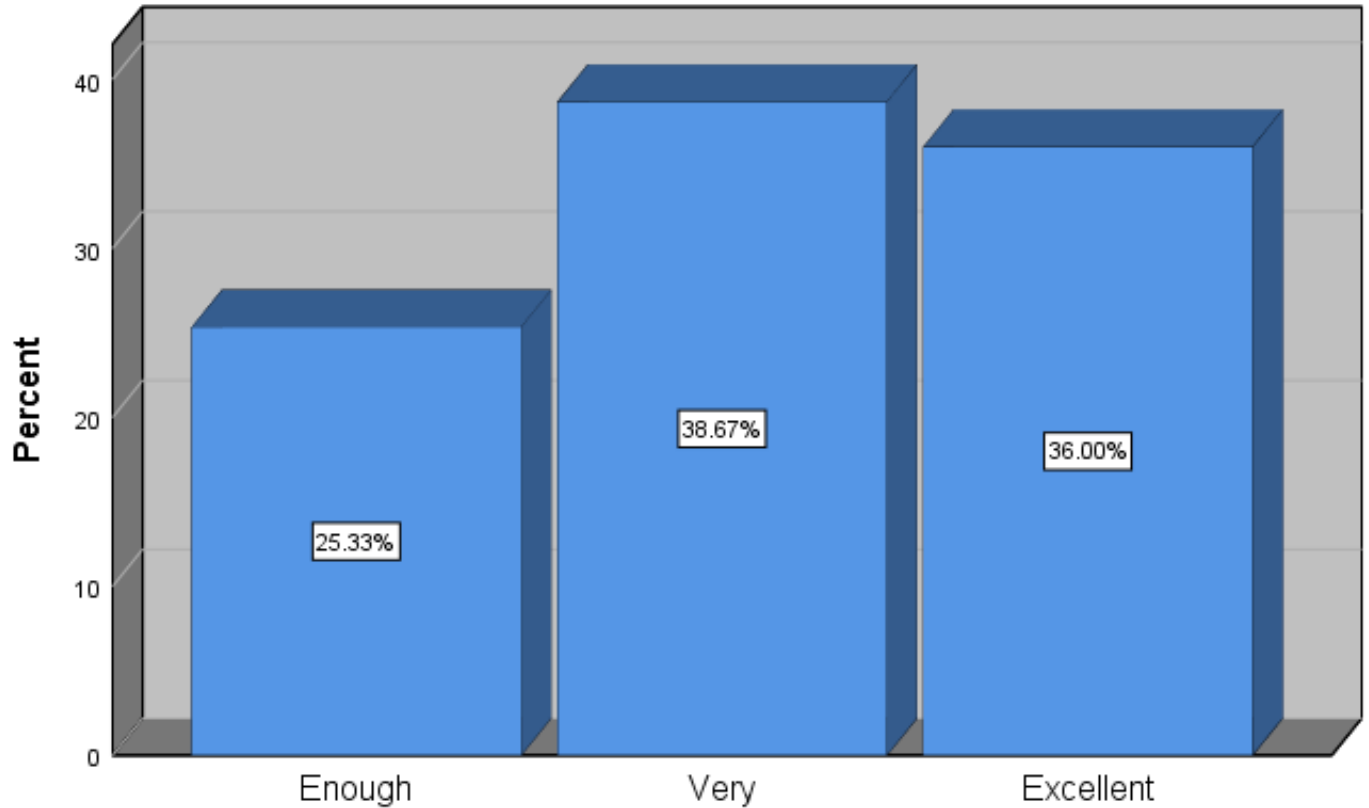


In the next Table 29 and Graph 29, the answers about the administrative support are presented. As shown, 38.7% of the participants think that the administration supports their work very much, 36% of them think that the supportiveness is excellent, while the rest 25.3% think that it is just enough.

Table 29: Administrative support (eg support from a supervisor)

		Frequency	Valid Percent	Cumulative Percent
Valid	Enough	38	25.3	25.3
	Very	58	38.7	64.0
	Excellent	54	36.0	100.0
	Total	150	100.0	

Graph 29: Administrative support (eg support from a supervisor)



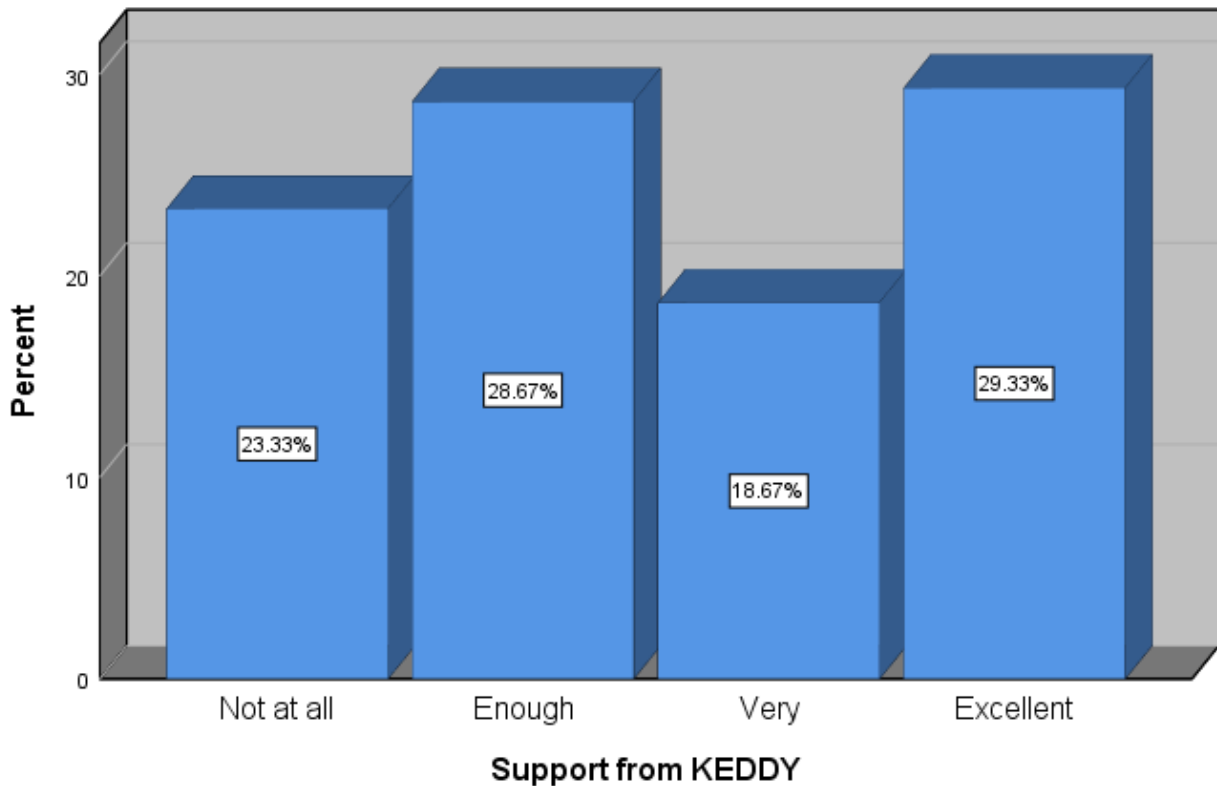
Administrative support (eg support from a supervisor)

Next, the participants answered in 29.3% that the support from KEDDY is excellent, 28.7% of them stated that it is enough, while the answers “Not at all” and “Very” occupy 23.3% and 18.7% respectively. The above results, are presented in detail in Table 30 and Graph 30.

Table 30: Support from KEDDY

		Frequency	Valid Percent	Cumulative Percent
Valid	Not at all	35	23.3	23.3
	Enough	43	28.7	52.0
	Very	28	18.7	70.7
	Excellent	44	29.3	100.0
	Total	150	100.0	

Graph 30: Support from KEDDY

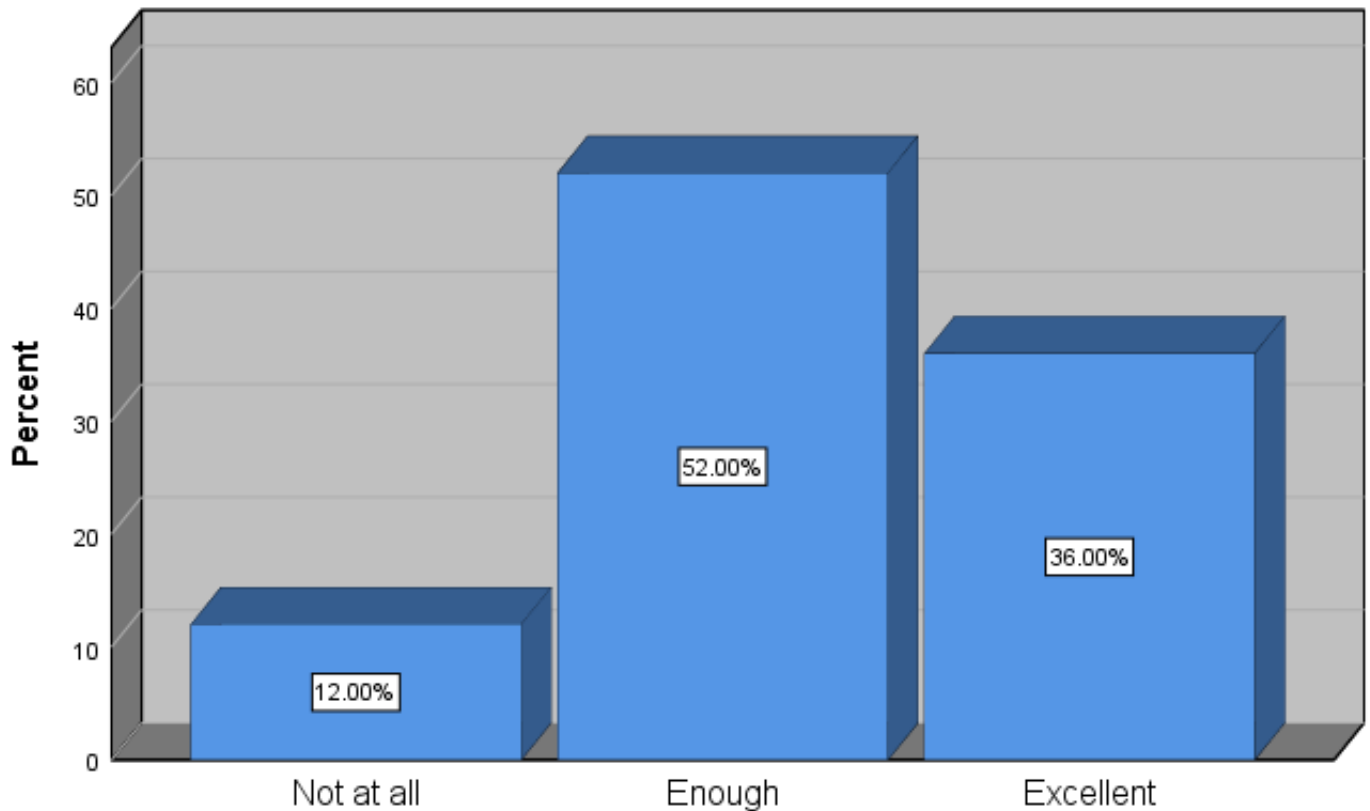


In Table 31 and Graph 31, it is shown that 52% of the respondents believe that they have enough support from specialized staff, 36% believe that the support of the staff is excellent and the last 12% answered that they have no specialized support.

Table 31: Support from specialized support staff

		Frequency	Valid Percent	Cumulative Percent
Valid	Not at all	18	12.0	12.0
	Enough	78	52.0	64.0
	Excellent	54	36.0	100.0
	Total	150	100.0	

Graph 31: Support from specialized support staff



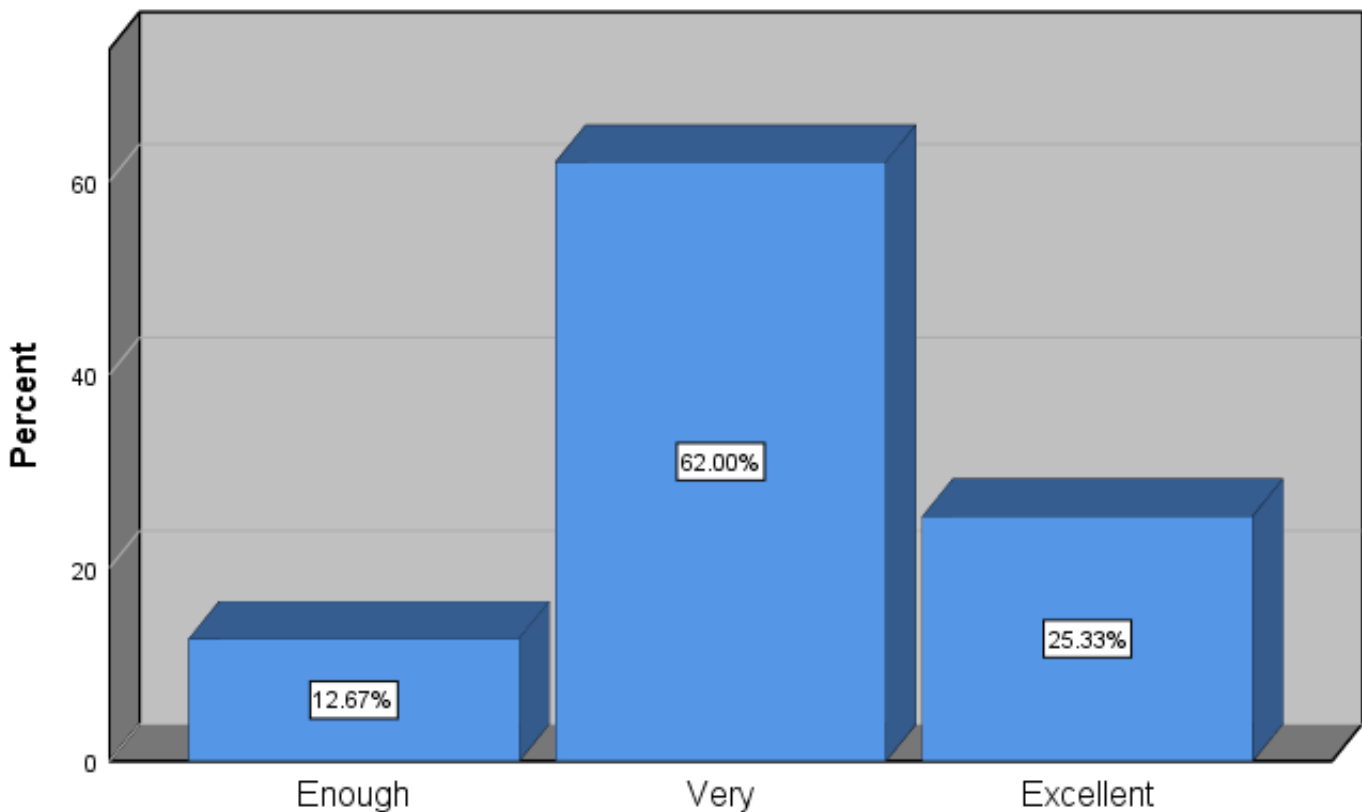
Support from specialized support staff

Continuing, in Table 32 and Graph 32, contain the answers of the sample about the support from special education staff that exists in schools. 62% of the participants answered that the support is very good, 25.3% answered that the support is excellent and 12.7% of them answered that it is enough.

Table 32: Support from special education staff (eg specialist pedagogue, speech therapist, psychologist)

		Frequency	Valid Percent	Cumulative Percent
Valid	Enough	19	12.7	12.7
	Very	93	62.0	74.7
	Excellent	38	25.3	100.0
	Total	150	100.0	

Graph 32: Support from special education staff (eg specialist pedagogue, speech therapist, psychologist)



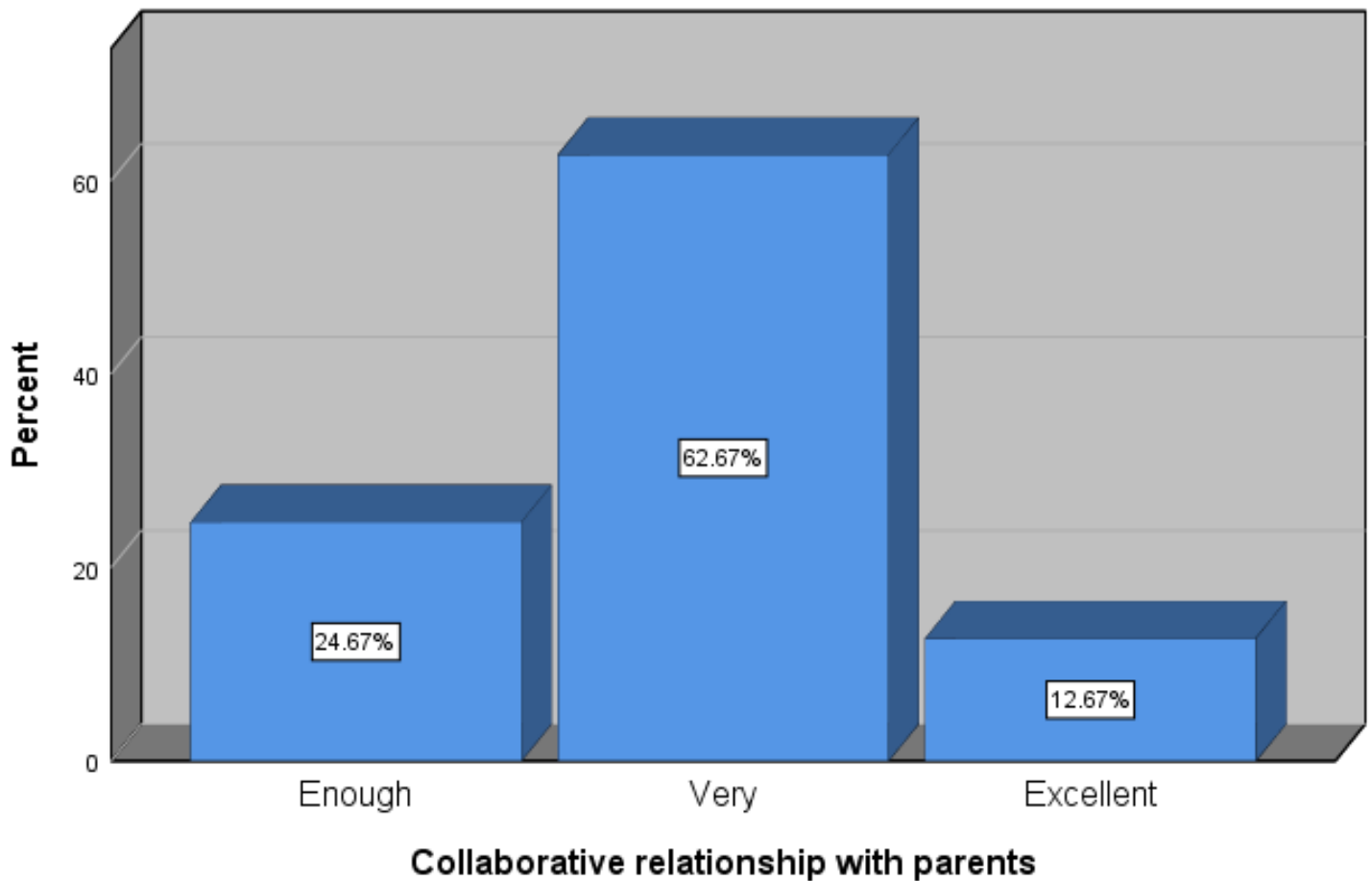
Support from special education staff (eg specialist pedagogue, speech therapist, psychologist)

In Table 33 and Graph 33 below, it is visible that 62.7% of the respondents think that the collaboration with parents is very good, 24.7% believe that it is good enough, while the rest 12.7% of them answered that the collaboration is excellent.

Table 33: Collaborative relationship with parents

		Frequency	Valid Percent	Cumulative Percent
Valid	Enough	37	24.7	24.7
	Very	94	62.7	87.3
	Excellent	19	12.7	100.0
	Total	150	100.0	

Graph 33: Collaborative relationship with parents

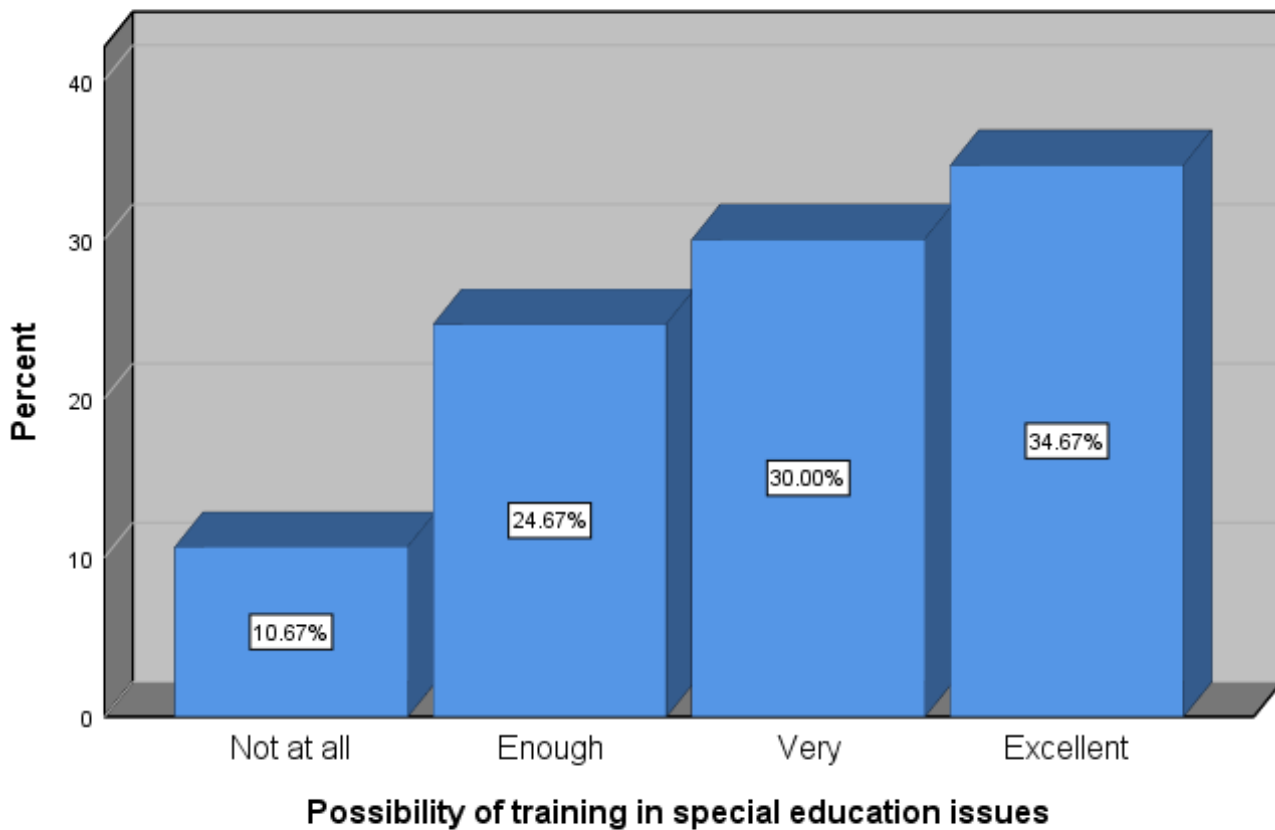


Furthermore (Table 34 and Graph 34), the participants appear to think that there is an excellent possibility of training in special education issues, 30% of them think that the possibility is very good, while the answers “Enough” and “Not at all” reach 24.7% and 10.7% respectively.

Table 34: Possibility of training in special education issues

		Frequency	Valid Percent	Cumulative Percent
Valid	Not at all	16	10.7	10.7
	Enough	37	24.7	35.3
	Very	45	30.0	65.3
	Excellent	52	34.7	100.0
	Total	150	100.0	

Graph 34: Possibility of training in special education issues

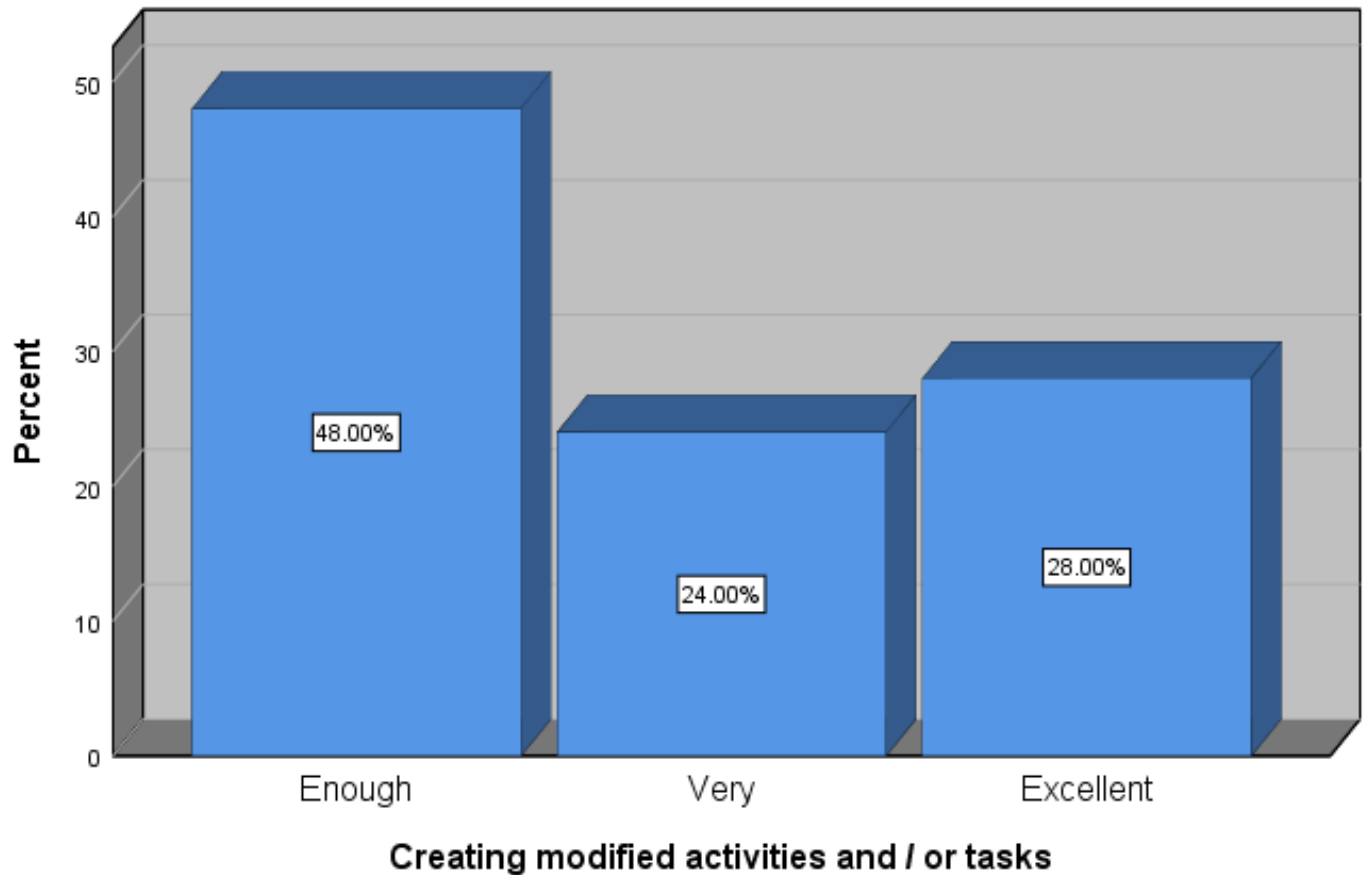


In the next Table 35 and its respective Graph 35, the participants answered in a percentage of 48% that their school creates modified activities-tasks, while those who answered “Excellent” or “Very” occupy 28% and 24% respectively.

Table 35: Creating modified activities and / or tasks

		Frequency	Valid Percent	Cumulative Percent
Valid	Enough	72	48.0	48.0
	Very	36	24.0	72.0
	Excellent	42	28.0	100.0
	Total	150	100.0	

Graph 35: Creating modified activities and / or tasks

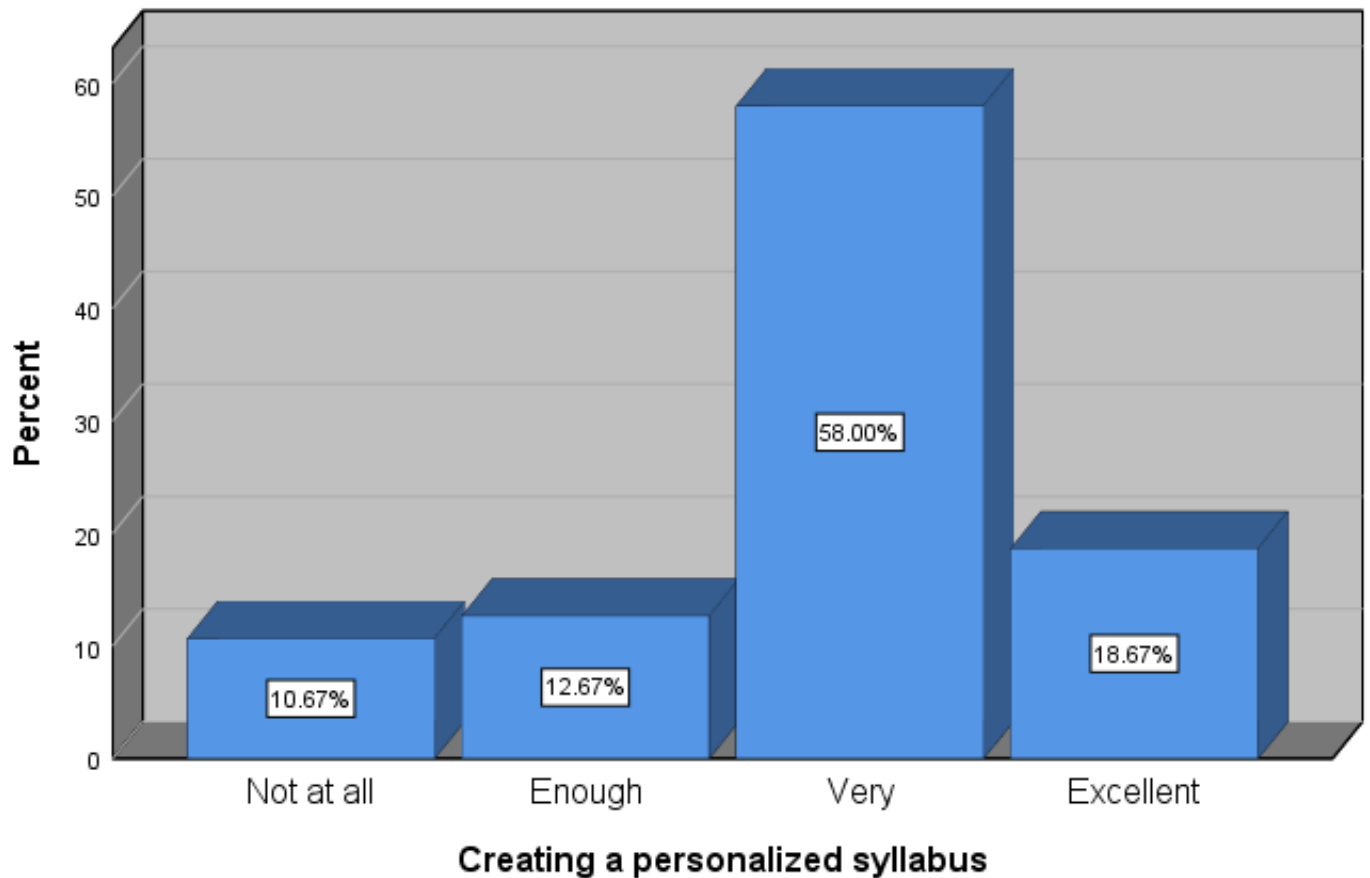


Last, in Table 36 and Graph 36, the respondents answer that there is a very good chance of creating a personalized syllabus in their school, while the answers “Excellent”, “Enough” or “Not at all” appeared in lower rates, of 18.7%, 12.7% and 10.7% respectively.

Table 36: Creating a personalized syllabus

		Frequency	Valid Percent	Cumulative Percent
Valid	Not at all	16	10.7	10.7
	Enough	19	12.7	23.3
	Very	87	58.0	81.3
	Excellent	28	18.7	100.0
	Total	150	100.0	

Graph 36: Creating a personalized syllabus



Inductive statistics

In the following chapter are investigated the research questions, which are the following:

- The participants’ demographic characteristics affect their effectiveness on daily activities and their opinion about the level of the schools’ readiness to implement school integration?
- Is there a relation between the participants’ opinions as of their effectiveness on daily activities, the level of the schools’ readiness to implement school integration and their worries of achieving an inclusive education?

In order to reply to the above, 2 new variables-scores were created, the “Level of teachers' effectiveness on daily activities” and the “Level of schools’ readiness to implement integration”. The two new variables are consisted of the mean of 18 and 10

questions respectively. The reliabilities of the group of questions were investigated through the Cronbach's Alpha indicator, and are acceptable since they reach 0.787 and 0.901. So, the new variables-scores reliably contain the information of the question groups. Also, the first variable accepts values from 1 to 6 and the second ranges from 1 to 4, while as the mean increases the more effective are the teachers and the more ready is the school to implement integration. The above, are shown in Table 37.

Table 37: Cronbach's Alpha

	Cronbach's Alpha	N of Items	Min	Max
Level of teachers' effectiveness on daily activities	0.787	18	1	6
Level of schools' readiness to implement integration	0.901	10	1	4

Also, the parametric t-test and the non-parametric Kruskal-Wallis were chosen to investigate the first research question. These tests are used in order to reveal statistically significant dependencies among scale or ordinal variables, as for a nominal grouping variable. More specifically, they calculate the mean values of the studied characteristic in all subgroups created by the grouping variable and extract a value (p-value) which determines if these means are statistically different from each other. The null hypothesis of each test, is that there is no statistically significant differentiation between the subgroups and is rejected in 95% trust level, if the p-value is below 0.05, indicating a statistically significant result. The decision of using non-parametric tests, relies on the Central Limit Theorem. Based on it, if the grouping variable splits the dataset into subgroups, with more than 30 observations, we can use parametric tests (t-test for binary variables and Anova for variables with more than 2 values), but if there is even one subgroup with less than 30 observations, we have to use the respective non-parametric test, which are those mentioned above.

As for the second research question the Pearson coefficient was used in order to reveal linear correlations among variables. This coefficient is ranges from -1 to 1 and as its absolute value tends to 1, the more intense the correlation is.

1st research question

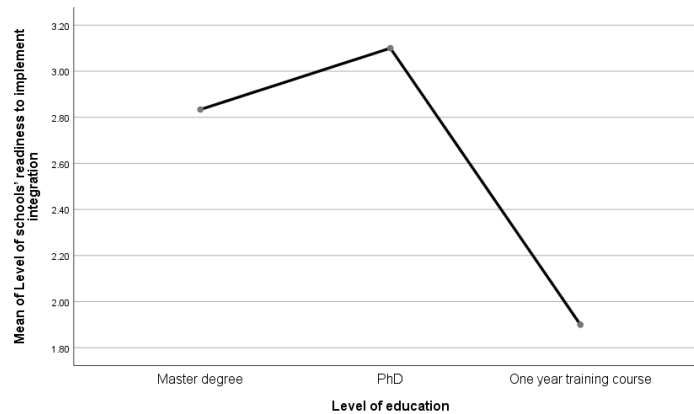
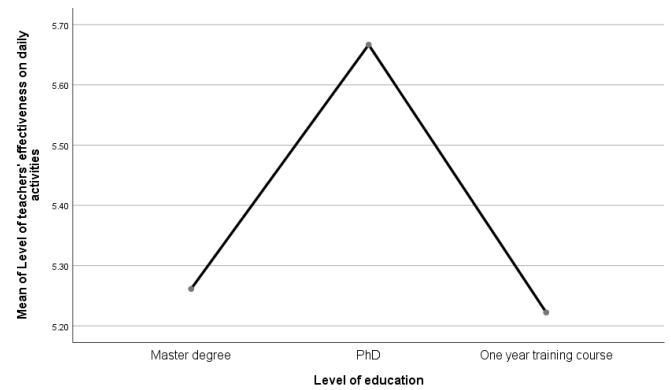
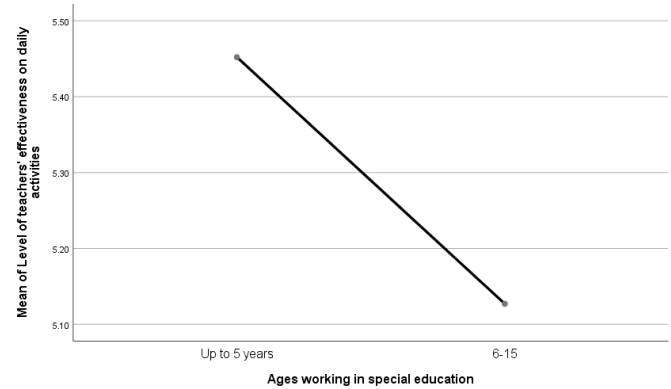
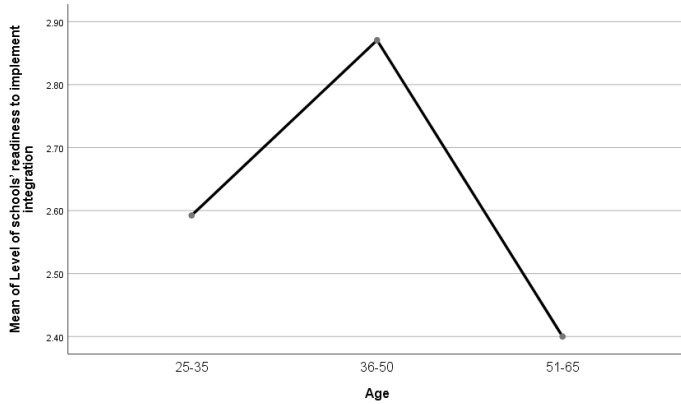
In the following Table 38, the p-values of the statistical tests that were used are presented, from which 5 statistically significant dependencies were revealed.

Table 38: Dependencies as for the demographic characteristics

	Level of teachers' effectiveness on daily activities	Level of schools' readiness to implement integration
Age (Kruskal-Wallis)	0.934	0.000
Ages working in special education (t-test)	0.000	0.000
Level of education (Kruskal-Wallis)	0.000	0.000

In Graphs 37-41, the above statistically significant dependencies are analyzed. As it seems the participants from 36 to 50 years old agree on a higher level that the school that they work is ready to implement integration. Also, the participants with a working experience up to 5 years seem to believe that they are more effective on daily activities in the classroom, while those with an experience from 6 to 15 years support more that the school is ready to implement the integration of the special need students. Lastly, the participants with a PhD agree more that they are capable of being effective during daily activities in classroom and that the school is ready to implement the integration of the special needs children, while those who had a one-year training course appear to be the most negative ones.

Graphs 37-41: Dependencies as for the demographic characteristics



2nd research question

In the last Table 39, the p-values responding to the second research question are presented and also reveal 9 statistically significant correlations between the variables. Analytically, the higher the teachers' effectiveness on daily activities, the more they agree that they are concerned that the children with disabilities and special needs will not be accepted by other students, the more often they feel anxious when teaching those

students and the more they supposed that they do not have the knowledge and skills to teach those students. At the same time, the higher the effectiveness, the less the participants worry about being difficult to give proper attention to all students in an inclusive classroom and that the workload will increase if there are special needs students in their class. Also, the more the participants agree that their school is ready to implement the integration of the students with special needs, the more positive they are about being concerned that those students will not be accepted by other students and that they do not have the proper knowledge-skills to teach them. Furthermore, the more ready they support the school is, the less they worry about being difficult to give proper attention to all students in an inclusive classroom and the less anxious they are about teaching such students. The above correlations range from 0.166 to 0.433, while they are statistically significant in a 95% or 99% trust level.

Table 39: Pearson correlation

	Level of teachers' effectiveness on daily activities	Level of schools' readiness to implement integration
I am concerned that students with disabilities and / or special educational needs will not be accepted by other students in the class	.433**	.181*
I'm worried that it will be difficult to give proper attention to all students in an inclusive classroom	-.317**	-.432**
I am worried that my workload will increase if I have students with disabilities and / or special educational needs in my class	-.166*	-0.082
I worry that I will be more anxious if I have students with disabilities and / or special educational needs in my class	.168*	-.189*
I am concerned that I do not have the knowledge and skills needed to teach students with disabilities and / or special educational needs	.240**	.180*
**. Correlation is significant at the 0.01 level (2-tailed).		
*. Correlation is significant at the 0.05 level (2-tailed).		

Discussion

The literature and research articles that have been studied so far, have highlighted these reported practices as prerequisites for the participation of children with special educational needs in a learning that should be governed by social goals beyond academic and therefore to achieve functional their integration into all their peers without special educational needs (Odom, 2000). Teaching approaches should promote active learning, encourage collaboration, enhance students' autonomy and interaction skills, and motivate them to participate in learning teaching (King-Sears, 1997).

Similarly, the specialty of the teacher (general or specialist) does not appear to significantly determine the frequency with which teachers apply inclusion practices. This statistical finding is quite promising if we take into account the fact that in Greek schools children with special educational needs seem to experience more and more opportunities for active participation in joint academic and social activities with their peers of formal development, than in separate educational contexts (Vlachou - Balafouti, 2004). However, there are many questions that arise as to whether general teachers are at the same time aware of the disabilities that appear in the classroom and the special needs and abilities of all children, but also the skills of differentiation of teaching, so that all students indeed be considered functional members of the teaching practice (Rose, 2004; Day, 1998).

Regarding teachers' concerns about the implementation of the institution of integration, they express the view that their workload will increase if they have students with disabilities and / or special educational needs in the classroom and that they will feel much more anxious, while they seem less worried. on whether these students will be accepted by their classmates. We can assume that this stress stems from the fact that most teachers are called upon to deal with these children in the classroom without having received adequate training in special education subjects and without proper guidance from the education system (Scott, Vitale & Masten, 2004). In particular, they consider it an additional problem that they have to deal with on their own, an additional

process for them that does not bring any benefit to the students (Wong, Pearson & Kuen Lo, 2004). This finding is confirmed by research by Yuen and Westwood, who found that teachers do not have very positive attitudes towards integration. Teachers were negative about implementing inclusion for all types of people with disabilities and only 37.9% believed that inclusion would be an effective practice in the future (Yuen & Westwood, 2001). They seem to argue that it is not possible to teach students with and without special educational needs in the same classroom (Lopes et al, 2004).

The availability of support services influences teachers' attitudes towards inclusion (Rose, 2004). That is why the participants of the research report in this category the most changes that they would like to make in their classroom. The teachers mainly ask for help from support staff, speech therapists, special education teachers and support from the competent KEDDY.

The support of general education teachers by specialists has a positive effect on the perceptions of the former about the integration of students with special educational needs. The expanded role of the teacher in the perspective of the education of children with special educational needs in the general classroom, which is promoted by the model of integration, makes it necessary to cooperate with specialists who work in the field of special education. In addition, school psychologists, speech therapists, social workers, physiotherapists, special educators as well as the school's teaching staff and the principal can contribute to the teacher's work (Evans, 2000).

The most important role of these specialists is to work appropriately with the teachers of the general class to deal with the problems that exist and are created during their teaching in the participatory classes. Research has shown that these experts, when working in groups and in collaboration with the general class teacher, can contribute to the effective solution of classroom problems and therefore act as a deterrent to a tendency to change the school environment for students in a corresponding special context (Buck, Polloway, Smith-Thomas, Cook, 2003). In addition, other studies have shown that general education teachers are positive about the experiences they have gained from

working with specialist educators (Lane, Pierson, Robertson, & Little, 2004; Papalia-Berardi, & Hall, 2007).

On the other hand, some teachers appear negative, as they believe that these children hinder the educational process and the progress of other children, while they themselves do not benefit at all. Some participants express the view that such children should attend only special schools or if they are included in the general school they should be employed exclusively by specialists. However, special classes isolate students from contact with children of normal development and prevent their integration. The role of the teacher is also different, which is less demanding and is limited to the abilities of his students. Placing children in special education lowers the expectations of teachers and parents and increases the likelihood of their dropping out of school (Kugelmass, 2004).

All the above data show that general education teachers and special education staff should be in direct collaboration in the effort to educate students with special needs and in the development of often individualized educational programs (EEP) for these children.

The space for children with special educational needs becomes basic, as teachers due to lack of space, as they report, find it difficult to perform their work effectively. However, for the students themselves, the proper organization of the space or the creation of an ergonomic class, is a difficulty, when for example we have to include a student with vision problems (Karagianni, 2004).

In addition to the building infrastructure, the poor use of technology due to its lack is also mentioned in the teachers' questionnaires. There are no computers, geometric shapes and other teaching aids that are necessary for the smooth integration of students with special educational needs. Specifically through technology, the teacher can teach a variety of skills to children with special educational needs (mainly children with autism "love" technology) through observation, by presenting a model via video (Shipley-Benamou, Lutzker, & Taubman, 2002). The inclusion of such educational programs in the classrooms could provide a cost-effective teaching method complementary to the current educational practice, which would benefit not only children with disabilities and /

or special educational needs but also students of formal development, as the lesson would be at the same time pleasant and efficient.

Also, many teachers discuss the large number of students in their classrooms. The existence, for example, of classes with more than 25 students, in their opinion acts as a deterrent to the integration of children with special needs. As a result, they may not be able to deal with students with disabilities as much as they would like. As Deropoulou-Derou (2012) argues, integration can be supported positively in small groups. Then there will be more time for individual work and modification of activities to the needs of students.

Teachers suggest changes in the activities and the Curriculum since the success of teaching both children with and without special educational needs, is based on the curriculum. Through this the teacher is called to challenge the student to acquire as much knowledge and skills as possible, adapting the learning objectives to the specific needs of each student. The teacher diversifies the curriculum by setting general goals for all students and specific goals that are individualized according to the needs of students (Stainback & Stainback, 1996). In this differentiation the teacher can accept the help of a group of specialists.

Another important change that teachers would like is to be able to implement flexible strategies. Combining these strategies with a higher percentage of teaching time efficiency, they believe that they will be able to achieve the necessary teaching adjustments and actions for the better education and integration of their students with special needs. Furthermore, the educational material used for children with special needs is considered to have many shortcomings and does not differ from that used for typically developing children.

Teachers suggest changes in their education around special education, as they consider that this is also related to the implementation of the institution of inclusion and it seems that as a whole they have a positive attitude towards training.

To begin with, it is noted that in research conducted by teachers of both general education (Panteliadou, 1995) and special education (Lampropoulou, 1998) they recognize the lack of knowledge on their part and prioritize their training for the success of integration. In fact, the majority of teachers in general schools, due to lack of knowledge, feel scientifically unprepared to teach children with special needs (Panteliadou, 1995).

The negative attitudes of teachers towards students with special needs and their integration and the lack of knowledge they have, combined with the lack of organized teacher education programs, are the main factors degrading the special education provided. After all, students with special needs themselves consider that their education is degraded and believe that the main factor for this situation is the lack of special knowledge from their teachers (Lampropoulou, 1998; Lambropoulou, 1997).

In the Pedagogical Departments, the courses offered are usually general, do not lead to specializations and do not provide many opportunities for internships and if there are undergraduate Special Education courses they are few and not mandatory. It is suggested that lessons be done more practically than theoretically.

It is interesting that in addition to the above, they suggest that they be trained to cultivate harmonious relations of cooperation between them. After all, cooperation between teachers develops relationships of trust in the educational community and encourages the structuring of inclusive education (Slee, 2000).

In general, it appears from the above that following the trend towards a participatory educational approach in schools, it is important for young teacher preparation programs to promote a significant change in their goals and aspirations in order to be able to properly prepare teachers for participatory education (Forlin, 2010).

From all the above, we can with great reservation draw the following conclusion for the improvement of teacher preparation programs for special education:

- (a) longer duration of study,
- (b) promotion of the contact of students with disabilities,

(c) increase of students' practical experience time in teaching children with special needs and

(d) improving the level of training in Special Education.

Regarding the proposed changes that they request in order to integrate more effectively children with special educational needs, the categories that emerged, in order of preference, are the following:

1. changes related to the school environment (classroom, school space),
2. changes that concern the education and training of teachers,
3. changes concerning any kind of assistance requested by teachers,
4. changes concerning the curriculum and
5. changes concerning the parents of students.

Given the importance of the role of the teacher in the integration of students with disabilities and / or special educational needs and as more and more students are being educated in the general classrooms of the school, we propose the need for a radical educational reform. However, a necessary condition for achieving this kind of change is the information, education and training of preschool teachers regarding educational practices and strategies to promote integration.

In conclusion, research educators are positive about inclusion but their views show that they have a confused picture of their role and responsibilities. For this reason, most of them propose assistance mainly from support staff, whose assistance they consider complementary.

It is generally argued that effective support in the classroom is an important factor in integration (Rose, 2004). The education of students with special educational needs depends on the provision of appropriate means at the classroom level, on the appropriate organizational structure at the school level but also on the support of their colleagues, principals, special education teachers, and others. support agencies such as school counseling centers, special support staff, special support staff.

All the above data show that general education teachers and special education staff are in direct collaboration in the effort to educate students with special needs of the participating classes. This cooperation is considered a given since according to the literature the latter cooperate harmoniously and intensively and for the elaboration of many times individualized educational programs (IEP) for these children. This, in fact, is another parameter that should not be overlooked and should fall within the competencies of general education teachers as they are the first to assess the needs of their students (Watkins, 2007).

Teachers must be flexible and with sufficient knowledge to be able to adapt and modify the appropriate Curriculum for all students (CFE) as well as their teaching activities with the ultimate goal and purpose to approach correctly the needs of all students including those whose difficulties have an impact on their learning development (Stanovich & Jordan, 2002).

Also, the implementation of integration is promoted by the teacher's training, the planning of an interdisciplinary team (Tilstone et al., 2004, Zionou). Special education training has repeatedly been found to influence teachers' attitudes (Campbell et al., 2003; Cook, 2002) or through a single course (Avramidis & Norwich, 2002; Shade & Stewart, 2001; Subban & Sharma, 2006; Sharma et al., 2006) or through a more organized and targeted program. Training and education programs should promote positive teacher attitudes that are likely to equip education with a more appropriately trained teaching staff (Andrews, 2002; Reinke & Moseley, 2002). This training should aim to help teachers improve their perceptions of the integration of students with special educational needs. In turn, teachers who receive some training for students with special educational needs will gain more positive perceptions of their integration (Yuen & Westwood, 2001). In addition to the integration efforts of special educators, an important factor in enhancing the social interaction of the students attending the integration department is the type of program, which is followed in to what extent it provides for activities for the development of social activities. The space as well as the equipment must meet certain specifications. These

specifications concern at least the accessibility as well as the adequacy of the equipment to support the various special educational needs of the children. More specifically, the room should be spacious enough for children to work individually and not be distracted. In relation to the equipment, the seats should be anatomical and have a mechanism, in order to adapt to the different physical particularities of each student. The teaching and pedagogical material should be multi-sensory, contain technological aids and be adapted to the individualized program of each student.

As for the parents, they may sometimes be reluctant to participate in the teacher's efforts to serve the needs of the disabled student as effectively as possible because there is often a previous negative contact of the parents with the school. The teacher should encourage parents to be part of the effort for the effective learning and education of their child. When parents know the efforts that teachers make for their child and the educational program then this significantly helps the school and the general progress of their child with special needs.

Conclusion to the third chapter

The main aim of this research is to analyze and investigate the integration practices that teachers use in special education, their concern about the integration of all the children and their opinions about the schools' conditions for the implementation of integration. More specifically, in the research took part 150 females, most of them 36 to 50 years old, have a working experience up to 5 years and have a master degree.

When it comes to the integration practices that the participants use to create an integration environment in the classroom, it seems that more positive the participants are about working with other professionals and staff to teach students with disabilities or special educational needs in the classroom, while they disagree more that they are confident when dealing with students who use physical violence. Furthermore, they worry

on a higher level that students with disabilities or special educational needs will not be accepted by other students in the class, but they do not worry much about not having the knowledge and skills needed to teach those children. As for the conditions on the schools they work, in order to achieve the implementation of school integration, they believe more that there is support from special educational staff and administrative support. However, they agree less that there is an ensuring accessibility to the space and an organization of the space.

Through the first research question, it is revealed that participants with a working experience up to 5 years and with an PhD appear to believe that they are more effective on daily activities in classroom. At the same time, the educators from 36 to 50 years old, those who have 6 to 15 years of working experience and have an PhD support more that the school in which they work is ready to implement an integration environment. In the second research question, it is obvious that the higher the level of teachers' effectiveness on daily activities and the schools' readiness to implement an environment of integration, the more the participants are concerned that students with disabilities will not be accepted by the other students and that they do not own the knowledge and the skills to teach those students, while the less they are worried that it will be difficult to give proper attention to all students in an inclusive classroom. Also, the more the teachers support that they are effective on daily activities, the more they worry that they will be anxious when teaching students with disabilities and special educational needs, while they agree less that their workload will increase because of those students. Lastly, the more ready the school is valued from the participants as to implement an environment of integration, the less they are anxious about teaching children with disabilities and special educational needs.

CONCLUSIONS

The Greek school could be characterized as knowledge-centered, as the main orientation of teaching is the knowledge taught (Tzouriadou & Barbas, 2001). The essential criterion of school success in the Greek general school is the acquisition of the taught knowledge that is controlled through the evaluation. Based on this criterion as well, students evaluate themselves as well as others. On the other hand, curricula at all school levels are characterized by rigidity and inflexibility (Kontopoulou, 2004). The aims and objectives of the courses are determined by the individual curricula and become mandatory for teachers and students. Thus, the existence of a common curriculum can only create educational inequalities.

The attitude of Greek society towards disability, people with special needs and their education is generally negative. Greek society does not yet seem ready or willing to accept, accept the difference and coexist with it (Tzouriadou et al., 1993). Perceptions of disability are still attached to the medical-pathological model, which raises issues of charity, prejudice, ignorance, power, benevolent humanity (Zoniou-Sideri et al., 2004). These social perceptions, highly biased, shape social and educational policy (Zoniou-Sideri et al., 2004). At the core of these perceptions is the view that disability and disability are synonymous (Marks, 1999). In reality, however, the characterization of a person as disabled arises from the social assessment of his weaknesses that implies an organic, emotional or mental insufficiency (Tzouriadou & Barbas, 2001).

Since the meaning that teachers form for the disability and education of children with special needs (according to the theory of symbolic interaction) is influenced by their broader personal ideological, social and pedagogical choices and beliefs, as well as by their dominant social and pedagogical perceptions on these issues (Tzouriadou & Barbas, 2001), therefore in the school environment are expected to express the dominant negative perceptions and attitudes towards disability, disability, difference (Tzouriadou & Barbas, 2001).

Several studies have been conducted examining various aspects of teachers' views, perceptions and attitudes towards the issue of integration of children with special educational needs. In some of these surveys it is found that teachers do hold a negative attitude towards integration, while in others it seems a more positive approach to the whole issue. The analysis by Avramidis & Norwich (2002) generally showed evidence of positive views on the part of teachers, but not for the full integration of children with special educational needs and not for all categories of disabilities. In addition, the analysis showed that the views of teachers were related to the support services and the assistance provided to them.

In the Greek reality we observe that the dominant social perceptions and pedagogical practices converge in the marginalization and exclusion of children with special educational needs (Tzouriadou & Barbas, 2001). The meaning formed by teachers in Greece is influenced by their personal beliefs, but also by the dominant social and pedagogical perceptions (Tzouriadou et al., 1993). The majority of teachers identify disability with inadequacy, according to the prevailing social perceptions (Tzouriadou & Barbas, 2001). In the case of disability, integration and early intervention, the logic of categorization based on the characteristics of the disability prevails, ie based on the medical model. Disability is identified with inadequacy, as it arises from it (Tzouriadou & Barbas, 2001). In some research it seems that teachers treat children with special educational needs with reservations, even negatively, and consider their education a complex problem that they are called to face on their own, without proper infrastructure and support (Tzouriadou & Germanos, 1992; Panteliadou & Patsiodimou, 2000). Teachers also tend to dismiss that it can disrupt the pace of the classroom (Tzouriadou & Barbas, 2000).

On the other hand, there are some findings which show that teachers express positive views on the integration of children with special educational needs. Thus, in the research of Tzouriadou & Barba (2001) it was found that most preschool teachers view the issue of integration positively as they consider that integration is a process of

minimizing the differences and maximizing the interaction between children with special educational needs and other children inside the school. Also in the survey of Zoniou-Sideri & Vlachou (2006) conducted on 641 teachers from different parts of Greece, it was found that the majority of teachers (93.4%) would accept a child with special educational needs in their class, but only the 75.7% believed that a child with special educational needs could eventually be educated in the general classroom and 44% of them believed that it would be better for these children to be educated in separate structures.

The results from the above research therefore show that teachers have a cautious attitude towards the institution of integration and have confused perceptions about the institution and disability. So while on the one hand they believe that integration is necessary as a concept to promote the operation of the school and reduce stigma, on the other hand they believe that the separate special structures are important for the protection of these children.

In addition to the dominant perceptions, some other factors that seem to influence the formation of teachers' perceptions and views on integration are: their experience, their education and the type and severity of the child's disability they have to deal with.

Calderhead & Robson (1991) report that prospective teachers generally retain strong images from their personal experiences as students, which significantly influence the interpretation of specific lessons and teaching practices. They also argue that these images play a very powerful role in the way teachers transform and use the knowledge they possess, as well as in the way they decide the practices they are going to adopt as teachers.

Research (Johnson, 1994; Lortie, 1975) has concluded that a crucial role in shaping teachers' perceptions is played by the pre-established experience of teachers, which is one of the three categories of experience (Richardson, 1996; Borg, 2003) that influence their formation. The other two, through the review of research by Richardson (1962), are personal experiences and contact and experience with knowledge.

Personal experiences include all those aspects of people's lives, and in this case teachers, that contribute to the formation of their individual worldview. These are aspects such as mental and moral predispositions, beliefs about oneself in relation to others, individual and family culture. Also, racial and socioeconomic background, place of residence, religious and political beliefs, gender, social class, marital status can affect teachers' perceptions and in turn affect teaching (Richardson, 1996).

The experience with the knowledge. Teachers, daily and during teaching, are faced with a large number of issues - problems that are called to negotiate, solve, decide how to act. To be able to cope with this complex task, teaching, they need knowledge. The question that arises and is attempted to be answered through study and research is: what kind of knowledge do teachers have or should have? Teacher knowledge is described by some researchers as a combination of peculiar experience and personal composition (Feinman-Nemser & Floden, 1986). Still others seek professional or technical knowledge.

Feinman-Nemser & Floden draw attention to teachers' descriptive beliefs and argue in favor of practical knowledge research. This is a characterization of Elbaz (1983), who, as reported by Feiman-Nemser & Floden, proposed five categories of practical teaching knowledge: self-knowledge, teaching environment, subject matter, curriculum utilization and teaching itself. This kind of knowledge includes perceptions, insights and habits that allow teachers to function within the school. This knowledge is related to time and the specific situation, it is action-oriented, it is acquired without clear education, through experience, and it is usually introspection, it is not expressed in words. Of course, this does not mean, as Beijaard and Verloop (1996) argue, that practical knowledge should be seen as the opposite of theoretical or scientific knowledge acquired. The practical knowledge of the teachers includes a large amount of theoretical knowledge which, however, "adapts to the corresponding teaching circumstances". It acts as a mediator between the theory and practice of teaching and it is this knowledge, they argue, that turns teaching into a professional activity.

The concept of pedagogical content knowledge is used by Turner-Bisset (1999) and proposes a cognitive base model for teaching, which includes 11 groups of knowledge. These cover knowledge of the subject, knowledge of teaching, knowledge of students and knowledge of self. Knowledge of the subject also includes perceptions in this regard, which brings us back to the subject of perceptions. Kagan (1992), for example, identifies knowledge with beliefs and argues that the knowledge held by one or more teachers about his / her profession is directly related to three important parameters: context (related to the specific group of students / three), with the content (linked to the specific academic material to be taught) and with the individual (knowledge is integrated into the teacher's unique belief system).

We also see the effect of experience on the formation of perceptions and attitudes in research regarding the integration of children with special educational needs. Thus, many studies conclude that the experience of contact with children with special education teachers is an important factor in shaping teachers' perceptions of integration. The more teachers engage in integration programs and get closer to children with special educational needs, the more likely they are to become more positive about integration (Yuker, 1988; Janney et al., 1995; Clough & Lindsay, 1991). Also, Leyser et al. (1994) found that teachers with more experience in children with special educational needs had a more positive attitude towards integration than teachers with little or no experience. The positive results of the experience have been noted by other research in the United States (Leyser & Lesse, 1985; Stainback, Stainback & Dedrick, 1983) in Australia (McDonald, Birnback & Swerissen, 1987) and in the United Kingdom (Shimman, 1990).

In addition to experience, some other factors that influence teachers' perceptions and attitudes about the inclusion of students with special educational needs in the general school appeared to be the type and severity of the disability of children with special educational needs and their education. teachers themselves (Salvia & Munson, 1986).

Regarding the type and severity of the deficiency in research conducted, it generally seems that the views of teachers on children with special educational needs depend on the type of disability of the latter and the educational needs arising from this disability, ie whether require or do not require additional skills from teachers (Center & Ward, 1987; Bochner & Pieterse, 1989; Clough & Lindsay, 1991). Thus, teachers seem to express more positive views about the inclusion of students with mild disabilities or physical / sensory problems, whose disability does not require additional skills, except for serious learning and behavioral problems (Center & Ward, 1987). Related to the type of disability and the degree of additional responsibility of the teacher is their willingness to accept to teach students with special educational needs (Scruggs & Mastropieri, 1996). According to Avramidis & Norwich, (2002) it could be said that teachers' views differ on the basis of three areas: motor-sensory, cognitive and behavioral-emotional.

In terms of teacher education, it seems to be an important factor in shaping views, as it increases teachers' knowledge of children with special educational needs and may influence teachers' attitudes towards the institution of inclusion. The importance of education in creating a positive attitude towards integration has been noted by various studies. Shimman (1990) in his research found that teachers trained in teaching children with learning disabilities were more positive about the idea of including children with special educational needs than teachers who had not received similar training.

Similar findings have emerged from other studies in Australia (Center & Ward, 1987) and in the United Kingdom (Avramidis et al., 2000).

Teachers generally consider that their studies are insufficient to be able to respond to the teaching interventions required to address the difficulties faced by students with special educational needs in the context of convergence (Batsiou et al., 2008). Due to their limited knowledge of special education, most educators argue that they would rather work with children with learning disabilities and mild mental retardation than with moderate or severe cases of children with special educational

needs (Batsiou et al., 2008; Scruggs & Mastropieri, 1996). Therefore, the improvement of the initial pedagogical training and the training processes can contribute to the formation of positive attitudes (Tzouriadou & Barbas, 2001).

The findings of the present research will validate the existing literature on a specific field of education of students with disabilities and / or special educational needs, while at the same time they may lead to further research in this scientific domain. Individual topics that emerge in this doctoral dissertation might form the basis of future research on what teachers' preoccupations about the issue of acceptance of students with disabilities and / or special educational needs by their standard development classmates are.

The results of the present study will contribute to better teachers' training regarding inclusion of the target students' groups and could also lead to the creation of appropriate educational programs for future special education teachers as well. Furthermore, university curricula should constantly be reformed and revised following the current needs as depicted in this paper. Research results of this study may also contribute to giving valuable information about teachers' concerns and issues. Moreover, special education counselors will be enabled to more effectively advise teachers after comprehending what the average special education teachers' apprehensions consist of. Thus, by adapting to the scientific conclusions and new data presented in the current study, educational districts could build new special education schools and remodel the existent special education teachers' classrooms according to their needs. In addition, associations of parents of children with special needs might succeed in more easily securing funds from the government because of a better understanding of the needs of special educators.

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APPENDIXS

Appendix 1

QUESTIONNAIRE (A) INTEGRATION PRACTICES

This section examines the factors that affect effectiveness daily activities aimed at creating a classroom integration environment. Please circle the number that best represents your opinion for each of the following suggestions. Please answer all questions.

Disagree absolutely	Disagree	Disagree a little bit	Agree a little bit	Agree	Agree Absolutely
1	2	3	4	5	6

1 I can make clear to students my expectations for their behavior	1	2	3	4	5	6
2 I am able to calm a student who is making a fuss	1	2	3	4	5	6
3 I can make parents feel comfortable coming to school	1	2	3	4	5	6
4 I can support families in helping their children improve at school	1	2	3	4	5	6
5 I can accurately assess what my students have understood from what I have taught	1	2	3	4	5	6
6 I can provide the appropriate learning challenges to very capable students	1	2	3	4	5	6
7 I feel confident about my ability to prevent bullying before it happens in the classroom	1	2	3	4	5	6
8 I can control annoying behavior in the classroom	1	2	3	4	5	6
9 I feel confident that I have the ability to involve parents of children with disabilities and / or special educational needs in their school activities	1	2	3	4	5	6
10 I feel confident in planning learning activities to meet the individual needs of children with disabilities	1	2	3	4	5	6
11 I am able to direct the children to follow the rules of the classroom	1	2	3	4	5	6

12 I can work with other professionals (eg special educators or speech therapists) to design educational programs for students with disabilities and / or special educational needs	1	2	3	4	5	6
13 I am able to work with other professionals and staff (eg assistants, special educators) to teach students with disabilities and / or special educational needs in the classroom.	1	2	3	4	5	6
14 I feel confident that I have the ability to direct students to work in pairs or small groups	1	2	3	4	5	6
15 I can use a variety of evaluation methods (for example, portfolio evaluation, modified evaluation activities, performance evaluation, etc.)	1	2	3	4	5	6
16 I feel confident that I have the ability to inform others who know little about the laws and policies regarding the inclusion of students with disabilities and / or special educational needs	1	2	3	4	5	6
17 I feel confident when dealing with students who use physical violence	1	2	3	4	5	6
18 I am able to provide an alternative explanation or example when students are confused	1	2	3	4	5	6

(B) TEACHER CONCERNS ABOUT INTEGRATION

The following suggestions concern the inclusive education of students of any social background and different abilities trained with their classmates in general schools, in which teachers adapt or change their practices to meet the needs of all children. Please circle the number that represents you the most.

Strongly disagree	Disagree	Agree	Strongly agree
1	2	3	4

1 I am concerned that students with disabilities and / or special	1	2	3	4
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educational needs will not be accepted by other students in the class				
2 I'm worried that it will be difficult to give proper attention to all students in an inclusive classroom	1	2	3	4
3 I am worried that my workload will increase if I have students with disabilities and / or special educational needs in my class	1	2	3	4
4 I worry that I will be more anxious if I have students with disabilities and / or special educational needs in my class	1	2	3	4
5 I am concerned that I do not have the knowledge and skills needed to teach students with disabilities and / or special educational needs	1	2	3	4

(C) CONDITIONS FOR THE IMPLEMENTATION OF INTEGRATION

The following conditions are related to the implementation of school integration. Please indicate whether they are met at your school.

Not at all	Enough	Very	Excellent
1	2	3	4

1 Ensuring accessibility to the space	1	2	3	4
2 Organization of the space	1	2	3	4
3 Administrative support (eg support from a supervisor)	1	2	3	4
4 Support from KEDDY	1	2	3	4
5 Support from specialized support staff	1	2	3	4
6 Support from special education staff (eg specialist pedagogue, speech therapist, psychologist)	1	2	3	4
7 Collaborative relationship with parents	1	2	3	4
8 Possibility of training in special education issues	1	2	3	4
9 Creating modified activities and / or tasks	1	2	3	4
10 Creating a personalized syllabus	1	2	3	4