

# Identifying Problems in Working With Children With Disabilities in the Educational Process - *Inclusion of Children With Disabilities*

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**Abstract:** *The research was conducted on a sample of educators from the Central Elementary School "Vuk Karadzic" and educators from two regional schools in Branjevo and KiseLjak. The research included 30 educators. The following instruments were used in the research: the Questionnaire on collecting information on the socio-demographic characteristics of the respondents and the Questionnaire on attitudes and experiences on inclusion. We conclude that the most common problems faced by educators in working with children with disabilities are indiscipline, lack of education, insufficient time for work, lack of textbooks and teaching aids and inadequate curriculum for working with children with disabilities, which leads to frustration and children with disabilities and without disability and contributes to the development of indiscipline within the classroom, in addition to these problems, inadequately implemented inclusive education can have negative effects on children with disabilities and on children without disabilities in terms of adequate education.*

**Keywords—** school; pedagogy; disability; inclusion; teaching; review

## 1. INTRODUCTION

Education is a topic that triggers numerous theoretical discussions, special attention and emphasis is placed on the education of children with disabilities. With the emergence of inclusion, there was a need to create conditions for equal and quality education of children with disabilities, which is certainly the obligation of our society [20]. In order for the inclusion to be realized in the best possible way in practice, we need to work on the improvement of educational practice. Education in its modern form, which includes teaching in specially built buildings, began to develop gradually [16]. Despite this, until 150 years ago, the children of the wealthy were taught by private teachers. The majority of the population had no education until the first decades of the 19th century, when a system of primary schools began to be introduced in Europe and the United States. People today work in many professions and use various professional knowledge, so that it is no longer possible to transfer knowledge from parents to children [12]. The abstract learning of certain disciplines is becoming more and more pronounced, rather than the earlier practical transfer of some specific skills.

In this paper, we will deal with identifying problems in working with children with disabilities in order to provide better insight into the problems and define certain recommendations regarding the preparation of teachers and schools as a system for working with children with disabilities.

## 2. CHILDREN WITH DEVELOPMENTAL DISABILITIES

Many authors define terminology differently for children with disabilities. Within the medical paradigm, the use of terms

such as: handicapped child, child with developmental disabilities, disability [7] prevailed. The term handicapped means persons who, due to organic and physical disabilities, have a problem in social and work-professional adaptation to such an extent that they are unable to overcome them and therefore their disability ceases to be only their problem, but also a problem of society [21]. Handicap is an inconvenience resulting from illness or disability that limits or prevents a person from fulfilling his or her social role. Disability occurs as a result of organic damage, and can never fall into the category of disturbance, but can only change within the already existing category [3]. Disability cannot be removed, but rehabilitation can correct and alleviate it, and improve a person's abilities. increase. The term disabled child refers to a child whose development is impaired to a certain degree and quality, impaired and when the normal course of mental or physical development is disturbed in connection with a certain type of disability [22]. Over time, these terms are being replaced by more appropriate terms, such as "children with disabilities", "children with disabilities", "children with learning and behavioral disabilities", but the emphasis is still on the problem the child has. Recently, the terms "children with special needs" have become more common. Certain authors propose as a determinant of children with special educational or rehabilitation needs [6, 8]. As more adequate determinants than the one that reads "children / persons with special needs", a determinant is offered for persons (children) who need special social support. Some authors also suggest the term exceptional children, the term refers to individuals who are different from the social standards that signify normalcy. Differences can be in physical, sensory, cognitive or behavioral characteristics [9]. Anything that deviates from the average is exceptional, regardless of the plus or minus variant. For a very gifted child, as well as for a child with below-average abilities, we can say that it is exceptional, and

both children require specific educational measures from a pedagogical point of view [17]. The most precise definitions are those in which the focus has shifted from the difficulty the child has to the personality of the child as a whole. The difficulty a child has is not seen as a problem, but as a natural difference [18].

### 3. EDUCATION OF CHILDREN WITH DEVELOPMENTAL DISABILITIES

In the process of social integration of children with disabilities in terms of their education and rehabilitation, three dominant models stand out: the medical model, the deficit model and the social model [14].

- The *medical model* included education under special conditions in organized special schools for a small number of children. Well-trained professionals worked with the children, with great importance attached to diagnostics and treatments. What is characteristic of this model is that the child was viewed as a problem, all attention was focused on the child's difficulty and incapacity [13]. The company directed its activities towards the organization of special services and procedures that will mitigate or eliminate the consequences of interference. The main weaknesses of this model are: a) decisions on further work are made on the basis of diagnosis, while the child's personality as a whole is neglected (preserved potentials, social conditions); b) parents are passive recipients of the message, decisions are left to experts; c) categorization has a labeling character and contributes to stigmatization; d) sending a child to a special school reduces the possibility of discovering and encouraging preserved potentials.

- The *deficit model* is related to the term "*integration*", the emphasis is on the preparation and adjustment of the child to the average child and school. The diagnostic procedure reveals the weaknesses of the child, and society has a role to eliminate or reduce the identified weaknesses [19]. The main disadvantage of this model is that the child needs to adapt to the requirements of the school, not the school to the child.

- *Social model*. The basis of the social model is the notion of inclusion. The term inclusion means the inclusion of children with disabilities in regular schools, but unlike the deficit model, the emphasis is not on weaknesses, but on strengths and preserved capacities, respecting the abilities, interests, needs and rights of each child [11].

### 4. INCLUSIVE EDUCATION

According to the UNESCO definition, inclusive education refers to the school's ability to provide quality education to all children, regardless of their differences. On July 29, 2009, BiH signed the United Nations Convention on the Rights of Persons with Disabilities, and the document was ratified on March 12, 2010. This document marked the beginning of the promotion of inclusive education in the country. The importance of inclusive education is reflected in the fact that the system of segregated schooling is gradually being

extinguished, the system of support to families and teaching staff for early identification of disabilities is being strengthened, programs are being adjusted and the environment is being targeted.

In BiH, according to existing regulations and laws, enrollment of children with disabilities is based on the recommendation of the professional team, and the curriculum according to which the child attends classes depends on the opinion of the First Instance Expert Commission and the school professional team. The professional team of the school, on the recommendation of the First Instance Expert Commission, develops a curriculum that can be special or adapted, depending on the individual characteristics and abilities of each child. The selected program is implemented by the teacher with the help of the school's professional team.

### 5. RESEARCH METHODS, TECHNIQUES AND INSTRUMENTS

Two methods were used in this research, namely the systematic non-experimental method and the method of theoretical analysis, the systematic non-experimental method refers to the processing, analysis and interpretation of data and field research, while the method of theoretical analysis refers to the analysis of previous papers. and methodologically similar to the research problem. Scholarly Journal Articles, Google scholar, Sciindeks, Hrčak srce, SAGE Journals publications, Taylor & Francis journals and Springer Link, Asha were used to search the literature on identifying problems in the work of teachers with children with disabilities in the educational process. org., online library Wiley. After the search, the paper included papers that are conceptually similar to the research topic, all papers that were not related to the topic were excluded from further analysis. The criteria for selecting the papers were as follows: a) the sample of respondents consisted of educators, b) problems in work were studied strictly in relation to children with disabilities, c) the papers were related to examining problems in implementing inclusion, d) as and papers that included teachers' views on inclusion.

#### 5.1 RESEARCH INSTRUMENTS

The following instruments were used in this research:

1. Questionnaire on collecting information on socio-demographic characteristics of respondents, which referred to the collection of the following information: gender of respondents, place of residence, length of service, profession and age of respondents. Also, in addition to the questionnaire, two additional questions were asked about barriers to working with children with disabilities, which read: "Are there any barriers that you most often face when working with children with disabilities?", As well as about ways of overcoming obstacles arising from working with children with disabilities, which read: "What ways or methods are adequate for you to overcome problems in working with children with disabilities?"

2. SYNCL 2.0 (Questionnaire of attitudes and experiences on inclusion), the instrument refers to the identification of

problems in working with children with disabilities, consists of 19 Likert-type items, answers are rated in the range of 1-5, where 1 means I do not agree at all and 5 I totally agree. The scale consists of four subscales. The first subscale contains six items and is called the Moral Imperative of Inclusion (MIMID). This subscale includes claims that postulate the moral correctness and humanity of inclusion, ie why it should be applied regardless of how (in) effective it is. The second factor relates to problems in inclusive education (PIN), consisting of six items. It refers to the perception of the difficulty of maintaining discipline in an inclusive classroom, with an indication of disruptive student behavior, also these claims point to the problem of maintaining the quality of teaching in an inclusive classroom as a result of the presence of students with disabilities. The third subscale refers to Partial Inclusion or Mainstreaming (PIM), consists of four items, the claims refer to the ideas of the continuum of inclusion, ie. partial inclusions. According to these claims, it examines whether teachers believe that students with disabilities should be members of special schools, and also examines attitudes when students with disabilities can be participants in regular classes, or when inclusion is actually possible. The fourth subscale, called Professional Support (SP), consists of three items, these claims refer to the examination of satisfaction with the support that a teacher in inclusive work at the school level receives from the professional service and other teachers.

**5.1 ORGANIZATION OF RESEARCH AND DATA PROCESSING PROCEDURES**

The research was conducted on a sample of educators from the Central Elementary School "Vuk Karadzic" and educators from two regional schools in Branjevo and Kiseljak. During the data processing, the procedures used were in accordance with the distribution of the obtained results, during the data processing measures were used to check the reliability of the scale (Cronbach's alpha coefficient). Central tendency and deviation measures, as well as the Kolmogorov-Smirnov test, were used to determine the distribution. The Chi square test was used to examine the relationships between the variables.

**5.2 SAMPLE RESEARCH**

The research included 30 educators from the central elementary school "Vuk Karadzic" and from two regional schools in Branjevo and Kiseljak. Data on the sex of the respondents, place of residence, length of service, profession and age were collected. A sample of this research is presented in Table 1.

Gender of respondents	Frequency	Percentage
Men	12	40.0
Female	18	60.0
Total	30	100.0

Age	Frequency	Percentage
25-40	15	50.0
41-60	13	43.3
61+	2	6.7
Total	30	100.0
Place of residence	Frequency	Percentage
City	17	56.7
The village	13	43.3
Total	30	100.0
Profession of respondents	Frequency	Percentage
Teacher	9	30.0
Class teacher	21	70.0
Total	30	100.0
Length of work experience of respondents	Frequency	Percentage
1-10	12	40.0
11-20	9	30.0
21-30	4	13.3
31-40	5	16.7
Total	30	100.0

**6. RESEARCH RESULTS**

In the following part of the paper, the results related to the verification of the normality of the distribution are presented. The results showed that the distribution deviates slightly from the normal distribution on the subscales Moral Imperative and Problems in Inclusive Teaching, and it can be concluded that on these subscales the distribution does not deviate statistically significantly from the normal distribution.

*Table 2. Distribution normality test*

VAR.	Komolgorov-Smirnov test		
	Stat.	df	Sig.
MI	.114	30	.200
PIN	.114	30	.200
PI	.279	30	.000
SP	.249	30	.000

*Moral imperatives-MI; Problems in inclusive teaching-PIN; Partial inclusion-PI; Professional support-SP*

The following tables show the distribution of answers on the subscales Moral Imperative, Problems in Inclusive Teaching, Partial Inclusion and Professional Support.

**Table 3.** Distribution of answers on the subscale Moral imperative

VAR.	Degree of agreement					AS
	I do not agree at all	Mostly I disagree	I'm not sure	I mostly agree	I completely agree	
IOM	0	3.3	6.7	36.7	53.3	4.4
NVIE	13.3	10.0	26.7	30.0	20.0	3.3
HPI	3.3	0	33.3	26.7	36.7	3.9
PIOS	3.3	3.3	33.3	30.0	30.0	3.8
IUD	0	0	60.0	23.3	16.7	3.56
STDS	3.3	3.3	63.3	10.0	20.0	3.40

*Inclusive education is a moral duty of society as a whole — IOM; It doesn't matter how effective the inclusion is, it should be applied because it is moral - NVIE; Inclusion should be applied because it is human-HPI; I welcome the implementation of inclusion in our education system-PIOS; Inclusion helps keep students with disabilities from being stigmatized — IUD; All children, regardless of the severity of the disability, should be educated in inclusion-STDS*

Based on the results presented on the Moral Imperative subscale in Table 3, it can be concluded that the arithmetic mean ranges from 3.33 to 4.40. In the obtained results for the most accepted item, the arithmetic mean is 4.40, and it reads: "Inclusive education is a moral duty of society as a whole." a reduction in stigma and discrimination against students with varying degrees of disability is achieved. Among the most accepted items is the next item "Inclusion should be applied because it is humane", the arithmetic mean for this item is 3.93, according to this data, a larger number of respondents consider inclusion as humane. The least accepted item in the sample was:

Within Table 4, the results are shown on the subscale *Problems in inclusive teaching*. Arithmetic mean values range from 3.00 to 3.47

**Table 4.** Distribution of answers on the subscale Problems in inclusive teaching

VAR	Degree of agreement					AS
	I do not	Mostly I	I'm not sure	I mostly	I completely	
UDD	3.3	36.7	16.7	33.3	10.0	3.10
UDA	0	30.0	43.3	23.3	3.3	3.00
UDON	6.7	10.0	26.7	43.3	13.3	3.47
RDZD	0	20.0	43.3	33.3	3.3	3.20
DZDD	0	20.0	36.7	40.0	3.3	3.27
UDNS	3.3	30.0	20.0	30.0	16.7	3.27

	agree at all	disagree		agree	etely agree	
UDD	3.3	36.7	16.7	33.3	10.0	3.10
UDA	0	30.0	43.3	23.3	3.3	3.00
UDON	6.7	10.0	26.7	43.3	13.3	3.47
RDZD	0	20.0	43.3	33.3	3.3	3.20
DZDD	0	20.0	36.7	40.0	3.3	3.27
UDNS	3.3	30.0	20.0	30.0	16.7	3.27

*It is difficult to maintain discipline-UDD in the classroom with students with disabilities; Students with disabilities are often aggressive toward other children — UDA; Students with disabilities disrupt my teaching significantly more than other students — UDON; Parents of children without disabilities complain about children with disabilities - RDZD; Children without disability often tease children with disability-DZDD; Students with disabilities in the regular classroom impair the quality of education of children without disabilities - UDNS.*

For the most accepted item, the arithmetic mean was 3.47, which read: "Students with disabilities interfere with my teaching significantly more than other students.", Which indicates that the majority of respondents within the sample believe that students with disabilities make it difficult to conduct classes. Among the more accepted items are also the items: "Children without disabilities often tease children with disabilities." And the item "Students with disabilities in the regular classroom impair the quality of education of children without disabilities.", Both items have the same arithmetic value 3.27. The data indicate that one of the problems encountered in the work of educators is certainly discipline within the class and the inability to achieve quality teaching for all students in the class, a possible reason for perceiving children with disabilities as an interfering factor for teaching is insufficient time to at the same time pay the same amount of attention to students with disabilities and students without disabilities, children without disability soon realize that children with disabilities differ from children with disabilities in certain characteristics, and often children with disabilities become teased because of this, which further complicates classroom relations and leads to indiscipline. The least accepted statement within this subscale is the statement: "Students with disabilities are often aggressive towards other children.", The arithmetic value of this statement was 3.00, which indicates that educators in the sample are less likely to report behavioral problems in children with disabilities. in terms of aggression directed at other children. In most cases, children with disability are characterized by withdrawal due to non-acceptance. The least accepted statement within this subscale is the statement: "Students with disabilities are often aggressive towards other children.", The arithmetic value of this statement was 3.00, which indicates that educators in the sample are less likely to report behavioral problems in children with disabilities. in terms of aggression directed at

other children. In most cases, children with disability are characterized by withdrawal due to non-acceptance.

Within *Table 5*, the results are shown on the partial inclusion subscale, the values of the arithmetic mean range from 3.90 to 4.56. The most accepted statement within this subscale is: "Special classes within regular schools would make it easier for children with disabilities to receive individualized instruction from trained staff." The arithmetic value for this statement was 4.56, which means that most respondents Within the sample, he believes that it is better for children with disabilities to be educated by professional staff within special classes in regular schools. The second most accepted statement is: "Only in special schools or classes can children with disabilities receive full attention and individualized instruction", the arithmetic value for this statement is 4.37, which indicates the attitude of the respondents that a special department or special school is better for adequate education of children with disabilities. The least accepted statement within the subscale is: "Inclusion should be made only when a child with disabilities is able to follow and understand the lessons.", The arithmetic value for this statement is 3.90, it is noticeable that there are some disagreements on this issue, which is related to the consideration of inclusion as a humane act, it can be noted that the majority is for the option of partial inclusion when it comes to children with mild forms of disability, but it is clear that a number of respondents are not for the option of including only children to follow and understand teaching.

**Table 5.** Distribution of answers on subscales Partial inclusion

Claim s	Degree of agreement					AS
	I do not agree at all	Mostly I disagree	I'm not sure	I mostly agree	I completely agree	
<b>HEARTS</b>	0	6.7	3.3	16.7	73.3	4.56
<b>DDPN</b>	0	0	30.0	30.0	40.0	4.10
<b>SSHII</b>	0	3.3	16.7	20.0	60.0	4.37
<b>IDDN</b>	0	16.7	10.0	40.0	33.3	3.90

*Special classes within regular schools would make it easier for children with disabilities to receive individualized instruction from trained staff - SRDI; It is better to occasionally introduce children with disabilities to regular classes, to subjects they can attend, than to keep them in regular classes all the time - DDPN; Only in special schools or classes can children with disabilities receive full attention and individualized instruction-SSHII; Inclusion should be done only when the child with disabilities is able to follow and understand the teaching-IDDN*

Within *Table 6.*, the results for the Professional Support subscale were presented, the values of the arithmetic mean ranged from 3.90 to 4.33. The most accepted statement within the subscale is: "Professional teams in the school where I work significantly contribute to the successful implementation of inclusion.", The average value of this statement is 4.33, indicating good cooperation with professional teams within the school regarding education and problems in continue children with disabilities. The least accepted statement within the subscale is: "I am satisfied with the support for inclusion provided to me by other teachers from my school.", The arithmetic value for this statement within the sample was 3.90. Indicates less disagreement with the help of colleagues regarding the implementation of inclusion.

**Table 6.** Distribution of answers on the subscale Professional support

Claim s	Degree of agreement					AS
	I do not agree at all	Mostly I disagree	I'm not sure	I mostly agree	I completely agree	
<b>ZPŠŠ</b>	0	6.7	3.3	43.3	46.7	4.0
<b>SZUI</b>	0	3.3	6.7	43.3	46.7	4.3
<b>ZIUS</b>	0	6.7	16.7	56.7	20.0	3.9

*I am satisfied with the support regarding inclusion provided to me by professional associates from my school (Pedagogue, Psychologist ...) - ZPŠŠ; Professional teams in the school where I work significantly contribute to the successful implementation of inclusion-SZUI; I am satisfied with the support for inclusion provided to me by other teachers from my school-ZIUS*

Within the research, hypotheses were set that referred to determining the relationship between socio-demographic characteristics and attitudes about inclusion. That is, the hypotheses were about checking differences in attitudes about inclusion. The results indicated that there was no statistically significant difference in attitudes about inclusion with respect to the gender of the respondents. The obtained results indicate that gender is not a variable that indicates differences in attitudes about inclusion among respondents.

**Table 7:** Relations between sociodemographic characteristics and attitudes about inclusion

<b>Subscales for examining attitudes about inclusion</b>	<b>Gender of respondents</b>
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<b>MI</b>	$\chi^2 = 3.274$ df = 4 Sig = .513, N = 30
<b>PIN</b>	$\chi^2 = 3.498$ df = 3 Sig = .321 N = 30
<b>PI</b>	$\chi^2 = 2.222$ df = 3 Sig = .528 N = 30
<b>SP</b>	$\chi^2 = 1.964$ df = 3 Sig = .580 N = 30

Moral Imperative-MI; Problems in inclusive teaching-PIN; Partial inclusion-PI; Professional support-SP

Within *Table 8.*, an examination of differences in attitudes towards inclusion with regard to place of residence is presented. The results were examined by the Chi square test. The obtained results indicate that there is no statistically significant difference in attitudes about inclusion with regard to place of residence.

*Table 8: Relationships between sociodemographic characteristics and attitudes about inclusion*

<i>Subscales for examining attitudes about inclusion</i>	<i>Place of residence of the respondents</i>
<b>MI</b>	$\chi^2 = 6.186$ df = 4 Sig = .186, N = 30
<b>PIN</b>	$\chi^2 = 1.454$ df = 3 Sig = .693 N = 30
<b>PI</b>	$\chi^2 = 2,851$ df = 3 Sig = .415 N = 30
<b>SP</b>	$\chi^2 = 1,784$ df = 3 Sig = .618 N = 30

Moral Imperative-MI; Problems in inclusive teaching-PIN; Partial inclusion-PI; Professional support-SP

Within *Table 9.*, the relations between the length of service and attitudes about inclusion are shown. The hypothesis referred to the determination of differences in attitudes about inclusion with regard to the length of service, which was tested through four sub-hypotheses, in relation to the subscales Moral Imperative, Problems in Inclusive Teaching and Partial Inclusion, no statistically significant result was found. on inclusion on the subscale Professional support with regard to the length of service of the respondents. The results showed that respondents belonging to the group with the shortest work experience within the group (1-10 years of work experience) have satisfactory attitudes regarding the professional support they receive for working with children with disabilities, this group is characterized by better attitudes compared to a group with a longer work experience. Such results can be caused by the size of the sample itself, as well as the greater willingness of younger colleagues to cooperate more and seek advice in their work.

Given the size of the sample, it is necessary to take the result with a grain of salt.

*Table 9. Relationships between sociodemographic characteristics and attitudes about inclusion*

<i>Subscales for examining attitudes about inclusion</i>	<i>Length of work experience of respondents</i>
<b>MI</b>	$\chi^2 = 13.470$ df = 12 Sig = .336, N = 30
<b>PIN</b>	$\chi^2 = 4.404$ df = 9 Sig = .883 N = 30
<b>PI</b>	$\chi^2 = 6.333$ df = 9 Sig = .706 N = 30
<b>SP</b>	$\chi^2 = 17.348$ df = 9 Sig = .044 N = 30

Moral Imperative-MI; Problems in inclusive teaching-PIN; Partial inclusion-PI; Professional support-SP

Within *Table 10.*, the results related to the examination of the relationship between the age of the respondents and attitudes towards inclusion are presented, the difference was examined by Chi square test, the obtained results showed that there is no statistically significant difference in attitudes about inclusion with regard to the age of the respondents.

*Table 10. Relationships between sociodemographic characteristics and attitudes about inclusion*

<i>Subscales for examining attitudes about inclusion</i>	<i>Age of respondents</i>
<b>MI</b>	$\chi^2 = 5.617$ df = 8 Sig = .690 N = 30
<b>PIN</b>	$\chi^2 = 6.886$ df = 6 Sig = .331 N = 30
<b>PI</b>	$\chi^2 = 1,602$ df = 6 Sig = .952 N = 30
<b>SP</b>	$\chi^2 = 3,062$ df = 6 Sig = .801 N = 30

Moral Imperative-MI; Problems in inclusive teaching-PIN; Partial inclusion-PI; Professional support-SP

## 7. DISCUSSION

The aim of this research was to identify the problems that teachers face in working with children with disabilities. The problem was identified by examining the attitudes of educators about inclusion, as well as by asking additional questions about the obstacles faced by educators in working with children with disabilities, as well as possible solutions to these problems [2, 10]. The obtained results within the research indicate that educators cite classroom discipline and lack of time for quality teaching due to children with disabilities as the most common problems in working with children with disabilities. A possible reason for perceiving children with disabilities as a disruptive factor for teaching is not enough time to pay the same amount of attention to students with disabilities and students without disabilities, children without disabilities soon realize that children with disabilities are different from children with disabilities. due to certain characteristics, children with disabilities often become the subject of teasing, which further complicates classroom relations and leads to indiscipline [4]. In addition to the above factors, educators cite the following problems they encounter in inclusive education, such as lack of textbooks, teaching aids, lack of training of teaching staff to work with children, also one of the aggravating factors are certainly the negation of parental disabilities. , which makes it difficult to cooperate and provide adequate attention for a child with disabilities. As possible ways of overcoming these obstacles, most respondents believe that it is necessary to introduce a personal assistant, adjust textbooks and reduce the number of students in the class, as well as change the curriculum for children with special needs. A large number of educators believe that inclusive education is a moral duty of society as a whole, ie considers inclusion as a means of reducing stigma and discrimination against students with disabilities of various degrees, but that there is a less positive attitude towards inclusion and its implementation when it is not applied. in an adequate way, because the essence of the application of inclusive teaching is lost, which can lead to negative effects in the form of frustration of children with disabilities, because their needs are not met and the frustration of children without disabilities. Also, one of the factors cited as a solution to get out of problem situations is the formation of special classes within regular schools or complete exclusion from regular schools and the formation of special schools [5]. The reasons for such attitudes in the form of expulsion from regular schools may be the fear of teachers who teach that they do not

have an adequate level of knowledge for working with children with disabilities, which is confirmed by additional questions where educators say that the best solution is actually special classes or schools. due to the inability to provide children with disabilities with an adequate level of knowledge and attention, which leads to the need to work on teacher education and improving methods of working with children with disabilities in regular classes. Previous research that has dealt with this topic emphasizes this factor of insufficient education about working with children with disabilities, which complicates the work and leads to problems at work. In a study that also involved teachers as part of a World Vision project, teachers emphasize that the knowledge they gain in college is not enough to work with children with disabilities [15].

In addition to education, the need for technical solutions such as adequate space, personal assistants and professional teams that would contribute to quality is emphasized. The research also examined the professional support that educators receive from professional associates, the results show solid professional support that educators receive, the most prominent are educators who are at the beginning of their careers, they are characterized by greater satisfaction compared to older colleagues, the reason it may be that younger colleagues seek more professional support and suggestions because they are at the very beginning of the work and perceive that support as significant, while older colleagues seek less support, but of course it should be taken into account that the research was done on a smaller sample taken with a margin [1].

## 8. CONCLUSION

The conclusion that can be drawn from this research is that the most common problems encountered by educators in working with children with disabilities are indiscipline, lack of education, insufficient time for work, lack of textbooks and teaching aids and inadequate curriculum for working with children with disabilities. disability, which leads to frustration and children with and without disability and contributes to the development of indiscipline in the classroom, in addition to these problems, inadequately implemented inclusive education can have negative effects on children with disabilities and children without disabilities in terms of adequate education.

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