

Educational Process Experiences of Mothers Who Have Children with Special Needs

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ABSTRACT

Individuals with special needs have various rights in every field, as well as in the field of education, which they should not be subject to discrimination. Because the right to education is a right that everyone should benefit from equally. In this sense, education of children with special needs is both a right and a necessity for their development. In this sense, the education rights of children with special needs should cease to be a theoretical discourse and be demonstrated in practice. The best measure of its applicability is based on the information provided by their parents. Because, unlike other individuals, families are more closely interested in the education process of children with special needs. Especially mothers appear as the main actors in this regard. For this reason, this study aims to explain the experiences of 7 mothers who have children with special needs during their education process. The study is limited to the answers given by seven mothers to the questions. In the study conducted with this purpose, eight questions were asked, including five basic questions and three intermediate questions, developed by the researcher and finalized by expert opinion. The answers given to the questions were taken with the in-depth interview technique, which is one of the qualitative research methods. Content evaluation of the answers was made with the MAXQDA Qualitative data analysis program.

Keywords: Special Needs Child, Education, Mother, Maxqda.

INTRODUCTION

In order to reach a living level suitable for human dignity, all individuals with or without special needs should have a minimum education and training in which they can use their abilities and potential (Tezcan, 1985). For this reason, the right to education should be recognized as a fundamental human right. Because education emerges as a solution proposal developed against every problem related to society. Education is the first step in solving the problems. Education is an important tool, especially in areas such as the ability of individuals to realize themselves and make them selectable. In this sense, the importance of defining education as a right emerges (Yurttagüler, 2007). Education for individuals with special needs is also important for them to be liberated as much as possible and to develop at a level that can participate in all areas of social life (Şişman, 2014).

Some children have more deficiencies and disabilities in various developmental areas than other children. These children need additional support in their daily life and education. Therefore, these children are called children with special needs (Metin, 2018). "Children with special needs" are defined as children who have physical, developmental, behavioral or emotional delays or have high risks for these situations (Pekcici, Atay, Ertem; 2011). In another definition, children who need special education are expressed as children who exhibit different behaviors from their peers and whose different educational needs are determined by individualized education programs (Eripek, 2005).

Having a child with special needs is difficult for many parents to accept at first. It is often not easy to adapt to this situation and the family goes through various stages. With the necessary support, the family can proceed to the acceptance stage. In the final stage of admission, the family is now aware that their child has a special need and that they need to cooperate with experts on this issue (Zelyurt, 2020). At this point, it is important for the family to follow the educational processes and start special education as soon as possible.

It is very important to support the development processes of the family with the treatment and education of children with special needs. Because, within the scope of family-centered developmental assessment principles, it is considered that the family is the people who know the child best, who will support and value him best (Pekcici, Atay, Ertem; 2011). Therefore, in this study, it is aimed to evaluate the educational processes of children with special needs from the perspective of the family (mothers who seem to be more interested parties). For this purpose, the answers to the following sub-questions were sought within the framework of the basic question "What are the problems experienced by children with special needs in the education process from the perspective of mothers?"

In the educational processes of children with special needs (according to mothers) what are the problems caused by the school?

In the educational processes of children with special needs (according to mothers) what are the problems caused by teachers?

In the educational processes of children with special needs (according to mothers) what are the problems caused by themselves?

In the educational processes of children with special needs (according to mothers) how to deal with the problem experienced?

In the educational processes of children with special needs (according to mothers) what are the expectations from institutions and organizations?

METHOD

This study, which aims to determine the problems experienced by the children of families with children with special needs in their education process, was carried out with a qualitative research method. Qualitative research is a research method in which observation, interview and document analysis tools are used, aiming to reveal perceptions and events in the natural environment in a realistic and holistic manner (Yıldırım & Şimşek, 2000). Although the foundation of the Qualitative Research Method has a long history, basically it comes from the semantic tradition that came to the fore with the increasing criticism of positivism after the second half of the 20. century (Kuş, 2003). Qualitative research stands out with its sensitivity to social context and flexible structures. Qualitative research develops an interpretive philosophical perspective (Bakioğlu & Kurnaz, 2014). In qualitative research, the interviewer has the opportunity to express his questions freely with an open-ended or semi-structured interview form and ask new questions and finalize the subject. This method can also provide information about situations that arise during the course of the interview and were not previously thought about (Güven, 1996).

Study Group

While selecting the sample of this study, the snowball sampling method, which is one of the purposeful sampling methods, was used. Snowball sampling is performed by introducing the participants to the researcher in situations where the sample is difficult to reach. These participants convey it to their contacts and it continues until enough data are obtained. Thus, the sample size begins to grow like a snowball (Miller, 1996). As in its definition, this study started with an contact of the researcher who had a child with special needs, and then reached 7 people in a chain that he knew and was also known by his contact. The sample size was not increased when the discourses started to be repeated. The data of this study are limited to the statements of the seven interviewees.

The demographic information of the participants who have children with special needs participating in the study is given in table 1.

Table: 1 Demographic information

Participant	Age	Gender	Job	Educational Background	Child's age	Child's gender	Child's Disability
Participant1	32	Female	Housewife	University / child development	4/6	Male/ Female	Because of 90% Physical Chromosome Deficiency
Participant2	39	Female	Housewife	Secondary School	13	Male	Atypical Autism (Mild Autism)
Participant3	37	Female	Housewife	No education (never went to school)	7	Male	Epilepsy Patient
Participant4	40	Female	Housewife	Primary School	8	Female	Hydrocephalus, Cerebral Palsy
Participant5	43	Female	Housewife	University	17 months old	Female	Down Syndrome
Participant6	29	Female	Housewife	High School	9	Female	Autism
Participant7	31	Female	Housewife	Primary School	3	Female	Down Syndrome

When Table 1 is examined, it is seen that the gender of the participants is all female. Because in general, it has been determined that the women, that is, the mothers, follow the education processes of their children. The study was started as parents first, but changed as mothers when all interviewees were women. Because it was seen that among the interviewees, there was no man who took care of the children. The age ranges of the participating women vary between 29 and 43. Although all of them are housewives, their educational background varies. One

of the participants has never attended school, two of them are primary school graduates, one is a secondary school graduate, one is a high school graduate, and both are university graduates. The age ranges of the children with special needs of the participants are vary between 1,5 and 13 years old. Three of the children with special needs are boys and five of them are girls. According to the disabilities in the children’s reports, two of them have down syndrome, one has physical chromosome deficiency, one has epilepsy, one has hydrocephalus, and two of them have autism (one has atypical autism).

Data collection

This study was carried out through a semi-structured interview form. The questions were prepared by taking expert opinions. It was prepared as 5 main questions, three buffer questions and 18 questions under them. The questions were made flexible according to the information provided by the participant about the educational processes of children with special needs. The interviews were recorded with a tape recorder in the environment where the interview was made with the consent of the participants, and the purpose of the study was explained to the participants before the data collection process, and it was verbally stated that their identity information would be kept confidential and that they could quit the interview if they wanted to. Demographic information form, interview questions, tape recorder and pen were taken to each interview. The interviews lasted approximately 35 minutes.

Data Analysis

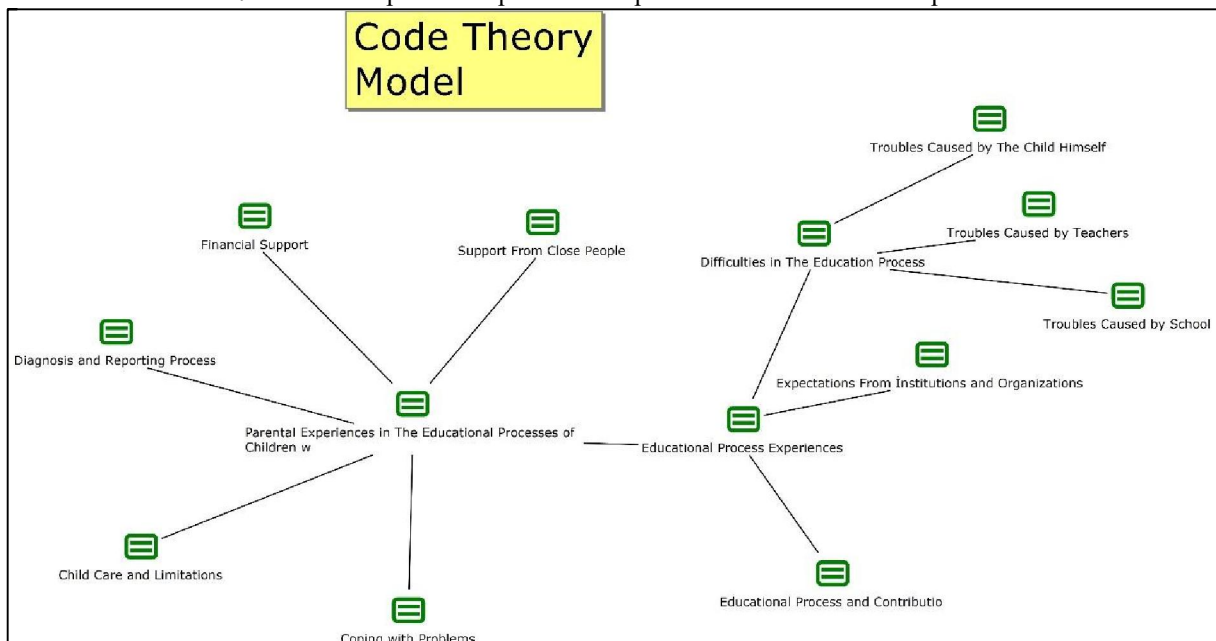
After the data collection process was completed, firstly the data were deciphered from voice recording devices and put into script in order to analyze the data. The participants in the written data were given names such as participant1, participant2... and analyzes were started.

Content analysis, which is frequently used in qualitative data research, was used in the analysis of the data. Content analysis is defined as the sum of different tools and techniques applied to various discourses. The purpose of content analysis is to make a comment based on the elements that are hidden and depicted in the messages in the data (Bilgin, 2014). In this study, while analyzing the content, maxqda qualitative data analysis program was used.

With the qualitative data analysis in Maxq, first coding was done under the theme of parents’ experiences in the educational processes of children with special needs, and then categories were created from these codes. According to Strauss and Corbin, coding constitutes the basis of the qualitative data analysis process. The coding process begins with conceptualization, and have the researcher ask questions often; “what is it part of? What is the meaning hidden in this data?”. Thus, the researcher tries to reveal what is hidden from the data s/he collects. Then, categories are created from concepts that are similar to each other. In this data analysis process proposed by Strauss and Corbin, the subject is addressed with an inductive approach (Strauss and Corbin, 1990).

FINDINGS AND DISCUSSION

MAP 1: Educational process experiences of parents with children with special needs



As can be seen in map 1, 7 categories were created under the basic theme of the education process experience of parents with children with special needs. These categories are diagnosis and getting reports, the process of starting education, experiences in the education process, child care and limitations, financial support, support

from close people and coping with problems. The sub-categories of the category of experiences in the education process are the difficulties experienced in the education process, the education process and its contribution, and finally, the expectations from the institutions and organizations. The sub-categories of the difficulties experienced in the education process are; difficulties arising from school, difficulties arising from the teacher and problems caused by the child him/herself. The analysis of all these categories, sub-categories and the codes under them will be made in detail under the headings.

1- Diagnosis and Reporting Processes

Table: 2 Diagnosis and Reporting Processes

Document	Code	Segment
Participant1	Parents Experiences in the Educational Process of Children with Special Needs / Diagnosis and Reporting Processes	It is a miracle for us to be able to coincide with the appointment in the health institution. We went to the hospital and made our appointment. The report came out in three weeks, three weeks was full, full, but almost a month later it did not come out for the other child. Then they directed us to ÇAPA. We lost a week or so there. The little boy's report came out in a month. It takes a month in total then we wait for our report to come out for another week, so it takes almost a month and a half before our training..... no one writes a course easily until the report comes out.
Participant1	Parents Experiences in the Educational Process of Children with Special Needs / Diagnosis and Reporting Processes	So I have a problem with doctors. If a full diagnosis had been made on time and my two-year-old daughter had come to treatment, my daughter could have progressed a lot..... She cannot put her feet on the ground, but she cannot press one of them. She has a problem in her hip. Today, for example, I took my daughter to the doctor and orthopedics could not make a full diagnosis. This time he directed me to the physical therapy department, I went there, it was said "you should go to the training and research hospital". My general problem is the doctors.
Participant1	Parents Experiences in the Educational Process of Children with Special Needs / Diagnosis and Reporting Processes	They said that my daughter also has a developmental delay. Since she has a developmental delay, they told me that she needs surgery after the age of four. They said, "when the child grows in weight and height, then let's operate". It is said that there is goodness in any bad situation. Then this pandemic has taken place. When we went to the hospital of another university, they said fortunately we didn't have an operation. Maybe if we had the operation for the first time, our daughter might even have been paralyzed. Then we took her to the professor, neurosurgeon, and he said it's good that you didn't have operation, maybe your daughter could be in a worse condition.
Participant2	Parents Experiences in the Educational Process of Children with Special Needs / Diagnosis and Reporting Processes	We have difficulty about getting appointment.
Participant7	Parents Experiences in the Educational Process of Children with Special Needs / Diagnosis and Reporting Processes	According to the doctor's report, everything is taken, for example, physiotherapy and individual lessons. We take both individual and physiotherapy lessons.

Participant4	Parents Experiences in the Educational Process of Children with Special Needs / Diagnosis and Reporting Processes	We have been training in the special education rehabilitation center for 6 years until now. It started in December 2014. Thankfully, I haven't had any problems so far. School was also very good. My teacher helped me a lot. God bless you. The only problem is that I suffered a lot in the hospital....There are 10 people in front of me. Nobody gives me their turn. The doctor says let the next patient come out. Where are you going, I waited.....I said please I will show the result. When you enter, he goes at the door and calls me. I said my child is a special child, call whomever you call. So people are also ignorant. Not only is it a problem caused by the general system in the hospital, it should be on people, and I would expect the doctors to say that they are not there. I said that this child has a priority status... If he wants, bring the chief physician. No matter who you bring, I said I'm right in my case..
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The education process of children with special needs begins with a report from the hospital, based on the information obtained from the participants and during the literature review. Experts are expected to provide treatment support to children who apply with the thought that they have special needs, by evaluating them in terms of medical, developmental and social aspects. For this, in the first place, children with developmental problems such as chronic illnesses or inability to sit without support, delay in speech, children with Down syndrome, etc. directs it to different areas of expertise (Pekcici, Atay, Ertem; 2011). On this topic participant7 expressed the matter most clearly by stating *“Everything according to the doctor’s report”*. Similarly participant1 emphasized the importance of the report received from the hospital in the initiation of education by stating, *“Nobody writes a lesson until the report is issued, that is, easily*. There are various difficulties experienced in this process, which is the first step for the start of the education process. First of all, the participants stated that they had trouble about getting an appointment (Participant1, Participant2). Afterwards, they stated that in some cases, there was no clarity in the diagnosis stage at the hospital and a report could not be obtained due to delay, and in this case, the education process was delayed. It was stated that during the process of getting the report, priority is sometimes not given in the hospital and this stage becomes more difficult with the child. They stated that they had problems with both doctors and the hospital in this regard and that they expected positive discrimination.

2- Process of Starting Education

Table: 3 Process of Starting Education

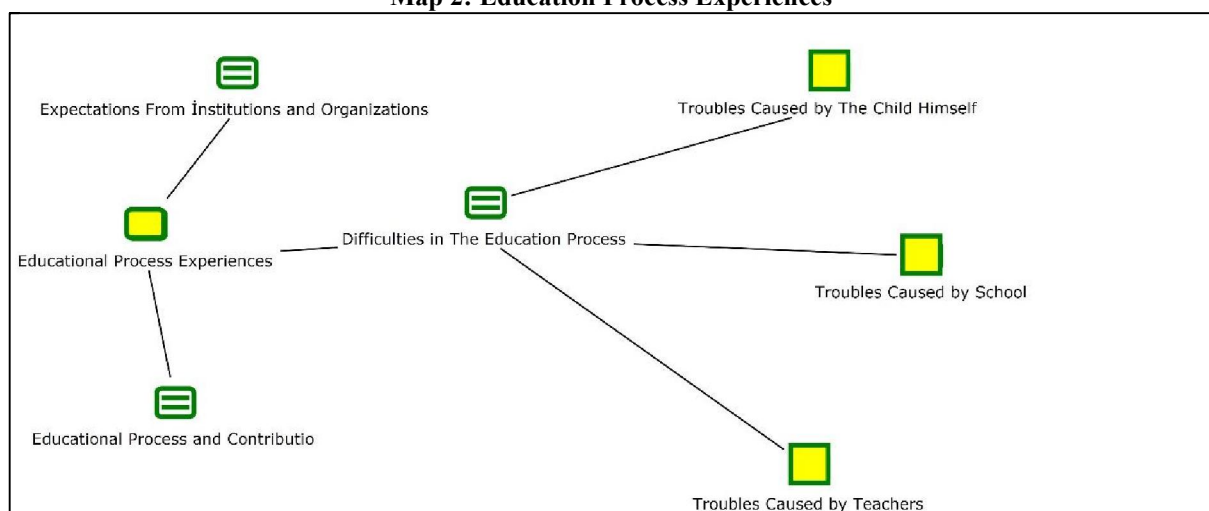
Document	Code	Segment
Participant1	Parents Experiences in the Educational Process of Children with Special Needs \ Process of Starting Education	First, the diagnosis was made during the hospital process, and after the diagnosis, we started to come to educational institutions... The special needs report for the child and the parents' requests are asked, so we can think of it as a delegation again. Guidance Research Center says to the parent; "what do you complain about your child?" The situation is explained in detail, then the teachers there look at the child's report, examine the child, then draw a road map for us with report. For example, the little child has a speech-language nodule, there is physiotherapy, it is taken two hours a week and eight hours a month for almost all children, except for the groups, our own education program is prepared. It's like two hours of physiotherapy and one hour of individual lessons.
Participant4	Parents Experiences in the Educational Process of Children with Special Needs \ Process of Starting Education	We get the delegation report and show it to the guidance research center. There are psychologists there, I don't know if there are other education teachers, but most of the psychologists I have just met, at least they set up a committee and issue a new report for us. It is above the report because the guidance research center does not report in any way without a solution report, that is, without a committee report, they ask for something tangible from us.
Participant2	Parents Experiences in the Educational Process of Children with Special Needs \ Process of Starting Education	We noticed it because he was curious about the things that rotate at the age of 3 years. He didn't hear when we called, but he was watching the spinning machine in the kitchen. He was doing what his brother did, making different noises when he was alone, then we brought him to child psychiatry. Developmental test was performed in child psychiatry. Fine motor test was one year behind, and he was 9 months behind in coarse motor. Then they directed us to OCEM. He started training at the age of 3.

	Education	
Participant5	Parents Experiences in the Educational Process of Children with Special Needs \ Process of Starting Education	First we need to make a report. Since he has Down syndrome, his disability can be seen from his face and body. For example, slanting eyes, large ears. Therefore, they directed us directly to the genetics department at the research hospital, where we gave tests and their chromosomes were examined. Since our child had Forty-seven chromosomes, he later went through the health screening process. In the next period, the hospital we went to produced a report after the child was four months old. Because the pedagogue interview can be done after the child is four months old. They said that the reason for this was that the retardation of the children started when they were four months old. After four months, our report process started and the report came out. After the report came out ...we were directed. Then we registered with the state-supported special education center. Here we received eight sessions of training per month.

As can be seen from the diagnosis and reporting processes in Table 1, the educational process of children with special needs begins with the diagnosis and the receipt of a report. According to the information provided by the participants, after the report is received, children are directed to state-sponsored special education centers for education. A road map is drawn for children there. For example, if the child has a speech nodule, a program is made accordingly. Generally, physiotherapy takes two hours a week, and eight hours of lessons a month. Two hours of physiotherapy and one hour of lessons are held in the form of individual lessons.

3- Education Process Experiences

Map 2: Education Process Experiences



Three categories were created under the education process experiences sub-category. These are the difficulties experienced in the education process, the education process and its contribution, and finally, the expectations from institutions and organizations. Under the difficulties experienced in the education process; there are categories of troubles caused by school, difficulties caused by teachers and troubles caused by the child himself. All these categories and sub-categories are explained in detail under headings.

3.1. Difficulties Experienced in the Education Process

The education process has three parts. The first is the school, the second is the teacher, and the third is the child himself. For this reason, under this heading, the difficulties experienced by parents in the education process will be discussed as caused by the school, teacher and child.

3.1.1. Troubles caused by school

Table 4: Troubles caused by school

Document	Code	Segment
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Participant3	Parents in the Education Process of Children with Special Needs Experiences in the Education Process \ Troubles Experienced in the Education Process \ Troubles Caused by the School	We did a lot. We didn't have a car. We were going to issue a report. I wanted to make an appointment for us so that I could make an appointment for us from special education. In case the report is over. They made an appointment from a hospital by the sea. We said "take us, too", they said "we made an appointment for 6 people to the hospital". They did not take us and said "find a car yourself and come. We hired a car. I am on the town. I am already a tenant. My only wife works with minimum wage. We texted back to the manager; "Why we are discriminated? Why do you take the others, and why don't you take us?" He was unaware of this situation. He was the manager of special education. He had a meeting and got back to us. We said, "if you do this again, we'll leave. There is other special education.... There he got angry at the secretaries by saying "Why do you make discrimination? Take them." They called three or four times. They waited a bit and then called again. Now they are asking again "Do you have a problem? If anything happens, call me."
Participant7	Parents in the Education Process of Children with Special Needs Experiences in the Education Process \ Troubles Experienced in the Education Process \ Troubles Caused by the School	Yes, we are satisfied with our school. This is the second institution we went to. I feel special compared to the institution I went to before ... The previous institution was far away. When I make a comparison, when I came to the second institution, I saw that the first institution was like under the counter. For example, the driver was coming, they were sending service, but it was not like a service. The place we were going was a long distance, I did not want to stay alone with the driver, I reported my discomfort to the institution, but they pretended to care and did not care. Sometimes I was waiting for the ending of lessons. But there is no such problem in the second institution. There is a special service and they sometimes send female drivers. The distance is close and they are very interested. For example, when I report the days when my child will not go, they ask questions such as 'why isn't s/he coming, is s/he sick?', and learn why s/he did not go. They check it all the time. The psychologist from the institution calls me, and asks questions specifically if we have any complaints. But such things did not exist in the previous institution. Although I repeatedly said "do not come to pick me up or send the driver alone", they ignored my warning. Later, we found the second institution through an acquaintance and we go there.
Participant7	Parents in the Education Process of Children with Special Needs Experiences in the Education Process \ Troubles Experienced in the Education Process \ Troubles Caused by the School	I am satisfied with the guidance service at the school. Even if there is something I should buy when there is something that needs to be taken, they buy it. When I do not take the child, they ask the reason and if I have any complaints. They care what I say... Activities with family participation have not been held so far. We were only taken into the game room a few times, they had us play games together ...
Participant7	Parents in the Education Process of Children with Special Needs Experiences in the Education Process \ Troubles Experienced in the Education Process \ Troubles Caused by the School	Yes. Classes are arranged according to the disability situation. There are play rooms for the younger ones, and a library for the older ones. There are physiotherapy instruments and the rooms are all individually. They take them to the rooms one by one. If they have to, they can take two people. But usually they only take one.... There is enough material for children in the institution. I see too much. The physical structure and environment of the school has been arranged for children. According to the other institution, this place is very, very good. From the stairs to whole school is full of pictures that children can love and attract. The other one was not bad either, but after I

		saw this place, the other school is like 5th class, this school is 1th class.
Participant6	Parents in the Education Process of Children with Special Needs Experiences in the Education Process \ Troubles Experienced in the Education Process \ Troubles Caused by the School	My child took sixteen hours of lessons, no progress occurred. School administrators absolutely are not concerned. They come out by saying, “They did what was necessary, your child is not progressing.” Guidance services are not good either. Families are not informed about any subject. There’s not even a phone. There are no events organized at the school. We just go to school and that’s all.
Participant6	Parents in the Education Process of Children with Special Needs Experiences in the Education Process \ Troubles Experienced in the Education Process \ Troubles Caused by the School	Institutions are not arranged according to the disability status. Children are not given separate education. The same training method is applied to all of them. They do not distinguish as severe, moderate and mild.... There are not enough materials for the children, we buy everything. They only bring photocopies. A list is given at the beginning of the school and everyone gets it themselves... The physical structure and environment of the school are suitable. The school s/he went to was already a college. Transport service is also available, but sometimes extra people can be taken.
Participant5	Parents in the Education Process of Children with Special Needs Experiences in the Education Process \ Troubles Experienced in the Education Process \ Troubles Caused by the School	There has been no educational problem so far. We just had trouble adjusting to the days. We take three lessons as sessions to complete the days we didn’t go. When all three were on the same day, as the child was younger, it was hard. Therefore, we had a trouble at that point. I wanted it to be on separate days. The reason for this is that we are in the pandemic process, so work is done from home and therefore they could not adjust the schedules of other children. Apart from that, they are taking care and asking. When there is a problem, we can find an addressee.
Participant5	Parents in the Education Process of Children with Special Needs Experiences in the Education Process \ Troubles Experienced in the Education Process \ Troubles Caused by the School	For example, physiotherapy rooms are downstairs as there is no elevator upstairs. Mostly individuals are on the upper floors. But its individual rooms are also located downstairs. Since it would be a problem to bring the child up and down, there were individual rooms on the lower floors. There are enough materials for children in educational institutions, but since the institution we go to is a bit old, the materials are a little more worn. But there is enough material... The physical structure and environment of the school are arranged for children with special needs. It is located in a location where a child with special needs can go.
Participant5	Parents in the Education Process of Children with Special Needs Experiences in the Education Process \ Troubles Experienced in the Education Process \ Troubles Caused by the School	Institutions see us as customers. They see that the more students they have, the better it is. They get money from the state. For example, they receive around 800 TL per person per month from the state.

The first institution that children with special needs encounter with their education is the schools they go to. Therefore, the problems that parents experience here as taking care of them are very important for the integrity of the subject. It is understood from the statements of the participants that there are those who do not have any problems with the school as well as those who have problems. First of all, it is among the topics mentioned that schools look at themselves from the perspective of customers and make parents feel an approach like the more students they attract, the more profitable it is. Apart from that, according to some of the participants, the schools

are not organized according to the physical disabilities of the children. For example, not having an elevator where it should be, not having enough materials, old materials, and demanding the materials from parents are among the problems related to the school. In addition, not providing separate training for each child, applying the same training method to all of them is an issue that some participants emphasize. According to them; schools do not make a distinction as severe, moderate and mild according to children's disability. Regarding managers and counseling service, it was said that some managers immediately dealt with problems and produced solutions while others were not interested at all. In this regard, the participant6 stated that there are no activities organized in the school and that the administration and guidance services are not sufficiently interested. *"My child took sixteen hours of lessons, no progress occurred. School administrators are not absolutely concerned. They come out by saying, "They did what was necessary, your child is not progressing." Guidance services are not good either. Families are not informed about any subject. There's not even a phone. There are no events organized at the school. We just go to school and that's all."*

Similarly, in the study of Yıldırım and Akçamete (2014), it is stated that everyone working at the school should be informed about children with special needs. In this sense, a participant in the study stated that his child with hearing impairment was called by the service driver by pressing the horn, and if the disabled child did not respond, his own child was found guilty. He says maybe the driver would not behave like this if he had the necessary training.

3.1.2. Problems caused by teachers

Table5: Problems caused by teachers

Document	Code	Segment
Participant2	Parents in the Education Process of Children with Special Needs \ Experiences in the Education Process \ Problems Experienced in the Education Process \ Problems Caused by Teachers	They were not interested in normal schools because there was no teacher taking care the children. Obviously there was a child in this classroom, our classroom teacher was very good, he always made warnings for my son, for having other parents warn their children at the parents' meeting, but our counselor teacher said this child needs to go special schools, but according to national education, this child is an inclusive student and can study at regular schools, counselor is the person who will provide this. The place where this child would develop is with peer groups, but our counselor said that our child was not compatible there and that he should go to his own school.
Participant2	Parents in the Education Process of Children with Special Needs \ Experiences in the Education Process \ Problems Experienced in the Education Process \ Problems Caused by Teachers	Rehabilitations are doing everything perfectly, there is no problem, the important thing to me is schools. The school counselor at the primary school could have been a little more understanding and tolerant. Because, these children need to stay with normal children for their development. Not to my son, but to normal children, he should have said that do not do, he is your friend. Because he was the counselor who would reconcile them, they were making fun of my son. It was the counselor who was going to find a way to cut ice... I said that the child had a nervous illness rather than developing. In OCEM, education was given very well and he developed a lot. He was given to kindergarten at the age of 5, then he did not accept it, but when he went to 6 years old, he started normal school. He was so good that they said that this child was developing very well and they found it appropriate for him to go to normal school. However, we had a lot of difficulties in the middle school process, we had a lot of problems with our counselor.
Participant2	Parents in the Education Process of Children with Special Needs \ Experiences in the Education Process \ Problems Experienced in the Education Process \ Problems Caused by Teachers	Yes, they do. For example, our teacher here is so patient and so understanding that even if the child asks something stupid, he can answer him very well. He is our teacher in high school... I think teachers who are good at their job do it. They do their job knowingly and willingly, that is, in this special education high school
Participant3	Parents in the Education Process of Children with Special Needs \ Experiences	He takes care of the children much. I'm watching from the camera. He's not so harsh, holding children's hand as he goes. He says "Come on, my son, you will go to the lesson and I will buy a

	in the Education Process \ Problems Experienced in the Education Process \ Problems Caused by Teachers	gift for you, I will buy something” and the child goes to lesson by running.... Fine He teaches well. My child loves him very much and knows that it is the time. He goes to his teacher’s room immediately by saying “mom I am going to the lesson, my teacher called me.
Participant3	Parents in the Education Process of Children with Special Needs \ Experiences in the Education Process \ Problems Experienced in the Education Process \ Problems Caused by Teachers	Explores. He even said to me that he did research. He said that there is a set and he would buy the set. I said that I cannot set up it. Something will come to special education in three months, what is it? ... wholesale toys, book activities, things to do. He said let’s get a set before that ... I am satisfied with the teacher. My teacher is fine. It is also good to have it done. My child also understands well ... But sometimes the teacher does not come as having things to do. He does not come for one week. If he takes education from a teacher he does not know, he does not want the teacher.
Participant7	Parents in the Education Process of Children with Special Needs \ Experiences in the Education Process \ Problems Experienced in the Education Process \ Problems Caused by Teachers	Yes, teachers are concerned. For example, they take notes about their daily behavior and all the lessons they do at home, organize a special file and give me a written form. As soon as the child leaves the class, they provide information about the child. For example, today he was very concerned, as if he was grumpy ... For example, we never went last week, then when we went, he saw his teacher and hugged him tightly and he was happy.
Participant7	Parents in the Education Process of Children with Special Needs \ Experiences in the Education Process \ Problems Experienced in the Education Process \ Problems Caused by Teachers	I think that the trainings in your institution are given by expert teachers. In other words, ordinary people cannot be taken there. I also feel that they are all experts from their actions.
Participant6	Parents in the Education Process of Children with Special Needs \ Experiences in the Education Process \ Problems Experienced in the Education Process \ Problems Caused by Teachers	Unfortunately most of them are not concerned. There are a few special education teachers who studied the department well. There are good ones, but generally they are not very interested. There is only one concerned teacher, he takes care much. He is my child’s classroom teacher last year. In fact, we still continue to learn from him. However, the principal continues to change teachers every year. This causes both tantrums, pause and regression in children.
Participant6	Parents in the Education Process of Children with Special Needs \ Experiences in the Education Process \ Problems Experienced in the Education Process \ Problems Caused by Teachers	Teachers do not improve themselves. They just put play dough in front of the child. The same methods are always used. They put paper and leave... I do not think that the trainings are given by expert teachers. They bring high school graduate teachers. Absolutely there is no expert teachers. They have classroom teachers and two-year graduates of child development department. This should not be the case when many special education teachers are unemployed.
Participant5	Parents in the Education Process of Children with Special Needs \ Experiences in the Education Process \ Problems Experienced in the Education Process \ Problems Caused by Teachers	We have just met his individual teacher, I cannot comment on that, but I think that the physiotherapy teacher has improved himself very well and is an expert in his field. He guides us very well. He has also received a nutrition specialist training and helps us in this regard. He makes us do movements for the development of the child. I am also very satisfied with our individual teacher. Since it is a pandemic process, we do not go to school deliberately and our teacher regularly sends and informs us about activities, etc. When I make the child do the activity, he asks for the video and reviews and comments on the video. We can send messages any time we want and reach out, there is no hesitation.

Participant5	Parents in the Education Process of Children with Special Needs \ Experiences in the Education Process \ Problems Experienced in the Education Process \ Problems Caused by Teachers	Necessary activities are carried out for the development of the child. Since we start the individual in the twelfth month, the child is in an adjustment process. This is the process of meeting his teacher and getting used to him. At this point, the child does not want to study, and this is a bit of a problem. It was more beneficial for the teacher to stay at home during the pandemic process because I was able to show the teacher that my child could do the activities. He could not show that he could do activities there.
Participant4	Parents in the Education Process of Children with Special Needs \ Experiences in the Education Process \ Problems Experienced in the Education Process \ Problems Caused by Teachers	If I see a problem in the lesson, I say to the teacher "Zeliha cannot do this lesson, do not force her". Then they definitely don't give lots of files, that is, I ask them to quit if she gets bored. In general, teachers pay attention. I didn't like a teacher, then I changed her. She shows my kid 4 parts in 40 minutes such as drawing and matching. Teacher, her problem is that she cannot do anything related to brain.

Classroom teachers have a great responsibility to enable students with special needs to receive education in general education classrooms with their peers. What the level of knowledge of classroom teachers about students with special needs is, what kind of applications they make in the learning-teaching process, what the qualities of these applications are, and what difficulties they encounter in applications is an issue that should be emphasized (Altun & Filiz, 2020). Because teachers are the people with whom families with children with special needs interact the most during the education process. For this reason, their relationships with them and their observations play an important role in explaining the education process of the child. While some of the participants expressed their satisfaction with the teachers, just like with the schools, some of them expressed their dissatisfaction with the teachers. It was observed that the participants who were not satisfied with the school generally developed an attitude that was not satisfied with the teachers. The subjects emphasized by those who expressed their problems with teachers are; Teacher's making the child do activities beyond his/her capacity and the child's getting bored (participant4). In a study similar to this study, it was concluded that families with children with special needs seek support from teachers by talking (Sucuoğlu, 1995). Apart from this, the participants mentioned that the trainings are not given by expert teachers and they do not make any effort to improve themselves. Even some of them stated that the teachers did not take care of the child and they only put play dough and paper in front of the child. On this subject the participant6 expressed her views by saying: "Unfortunately *most of them are not concerned. There are a few special education teachers who studied well at the department. There are good ones, but generally they are not very concerned*". In addition, it was stated that guidance counselor didn't take care sufficiently with the children with special needs who were taken to the inclusive class (participant 2). However, the same participant stated that she encountered concerned teachers who did their job well, as well.

Those who expressed their satisfaction stated that teachers are experts in their fields who make maximum effort to improve themselves. Participant7 said, "I think the trainings in your institution are given by expert teachers. In other words, ordinary people cannot be taken there. I also feel that all of them are experts by looking at their behaviors.". Participant3 said "He takes care of the children much. I'm watching from the camera. He's not so harsh, holding children's hand as he goes. He says "Come on, my son, you will go to the lesson and I will buy a gift for you, I will buy something" and the child goes to lesson by running...

In another study that supports the findings of this study, parents ask teachers to do the activities that children need for their development and to support them socially and finally to develop themselves professionally (Kaytez et al.: 2015).

3.1.3. Troubles caused by the child him/herself

Table6: Troubles caused by the child him/herself

Document	Code	Segment
Participant2	Parents in the Education Process of Children with Special Needs \ Experiences in the Education Process \ Troubles Experienced in	Yes, it was difficult for my kid. He had a lot of trouble because normal kids were not understanding. Because my son got education in school besides inclusive student rehabilitation, and we had great difficulties in getting along

	the Education Process \ Troubles Caused by the Child Him/herself	with peer groups, especially during the secondary school period. If nobody bothered, he was doing his lessons. He was doing the activities because he started to read at the same time as normal children, while he went to the first grade and started to read at the same time as the other children. If nobody did anything, especially if their classmates didn't do anything, he didn't. There was no problem at all, as they already took one-to-one lessons in rehabilitation.
Participant3	Parents in the Education Process of Children with Special Needs \ Experiences in the Education Process \ Troubles Experienced in the Education Process \ Troubles Caused by the Child Him/herself	The child understands well if his/her peers are at the same age. But if there are older kids than him, he doesn't want to enter there... when the activity is held, he can participate but not. He cries. He doesn't want the crowd. And when there are older children, they make a little noise. When they speak out, he gets afraid.
Participant3	Parents in the Education Process of Children with Special Needs \ Experiences in the Education Process \ Troubles Experienced in the Education Process \ Troubles Caused by the Child Him/herself	The teachers take my kid, there are older kids. They are more than 10 years old. When he sees them, he gets afraid. He does not let the teacher go and then has the lesson done in another room. Teachers say that he will have to stay together with others because he will go to school in the future and he should get used to it. He cries when he sees the kids older than him.
Participant7	Parents in the Education Process of Children with Special Needs \ Experiences in the Education Process \ Troubles Experienced in the Education Process \ Troubles Caused by the Child Him/herself	No. My child loves to make friends, and immediately socializes. She wants to play. When she sees someone at her age, she wants to play immediately... On the contrary, there is a boy with Down syndrome, 1 year older than my daughter, my child hides and plays hide-and-seek when she sees him. But the boy does not like my child at all, such things can happen.
Participant7	Parents in the Education Process of Children with Special Needs \ Experiences in the Education Process \ Troubles Experienced in the Education Process \ Troubles Caused by the Child Him/herself	Their teachers keep me informed after each lesson. Sometimes they say he is positive and sometimes negative. He sometimes disrupts the course of the lesson and does what he wants. He is a stubborn child. One of the most important characteristics of people with Down syndrome is that they are stubborn. But he's generally good and gets into the environment.
Participant6	Parents in the Education Process of Children with Special Needs \ Experiences in the Education Process \ Troubles Experienced in the Education Process \ Troubles Caused by the Child Him/herself	He has difficulty as he has autism. Sometimes he has tantrums. Actually it changes according to the mood. For example, when there is a friend's birthday at school, if he has a calm mood, he watches, too, but if he gets angry with something, he screams.
Participant5	Parents in the Education Process of Children with Special Needs \ Experiences in the Education Process \ Troubles Experienced in the Education Process \ Troubles Caused by the Child Him/herself	He had no contact with other children. He has just begun to mingle with our close people. He doesn't go near them, but he can play games with them ... He joins the game but can get bored very quickly. Due to age (the number of months the child is born) and his special needs, he can get bored more quickly than other children. Sometimes he tries to escape from class and doesn't want to do lesson.
Participant4	Parents in the Education Process of Children with Special Needs \ Experiences in the Education Process \ Troubles Experienced in the Education Process \ Troubles Caused by the Child Him/herself	The boy called Samet both bit me and my daughter and went. I witnessed. In case, my kid falls and break her arm or hurts herself, I don't search it. She can fall and get injured. It is normal for the kids. I can't say anything to that, but I said what about if she falls as a kid pushes her and she has a seizure.

Participant2	Parents in the Education Process of Children with Special Needs \ Experiences in the Education Process \ Troubles Experienced in the Education Process \ Troubles Caused by the Child Him/herself	My child is an inclusive student and got education in regular schools as well as rehabilitation education in primary and secondary schools. We do not know now because we cannot go to school due to the pandemic, but normal children in the middle school period excluded my kid and my kid became very aggressive when they excluded, so we brought the child to psychiatry now.
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Some of the difficulties experienced in the education process are caused by the child’s disability, according to the participant’s discourse. Sometimes this is due to the negative attitude of other friends towards him, especially for students with special needs in the inclusive class. In a study conducted with mothers with multiple disabilities, it was concluded that children had difficulties in inclusive classes (Yıldırım & Akçamete, 2014). The ability of children with special needs to use social life effectively, to be visible and to have themselves accepted is also related to the behaviors of their normally developing peers. The attitude of normally developing children towards their peers with special needs is also important for the child with special needs to be visible. (Toran, Etgüer et al, 2017; Çulhanoğlu & herding, 2010). For example, participant2 expressed her opinion in the form *by stating “Normal children excluded my kid, my kid became very aggressive when they excluded, so we brought my kid to psychiatry now he takes medication”*. In addition, children in the same disability group can sometimes be in situations where they want to get along with each other in the classroom. Apart from the children with special needs, their getting bored quickly is another factor that interrupts the lesson. Participant5 on this issue says *“Sometimes he tries to escape from class and he doesn’t want to do lesson.”*. Similarly, the participants stated that the teachers inform the parents that their children exhibit attitudes that disrupt the flow of the lesson from time to time.

3.2. Educational process and its contribution

Table7: Educational process and its contribution

Document	Code	Segment
Participant1	Parents Experiences in the Educational Process of Children with Special Needs \ Education Process and Its Contribution	We work with children like Dila Naz (little girl) on sound more because she has a tongue nodule and we work with a speech language therapist. For Kadir (the older boy), individual lessons in mathematics and Turkish are generally divided according to age and group in individual lessons, fine motor skills can be trained, and then hand-eye coordination is studied. With Kadir, we fill the background that prepares him for school a little more, that is, these are done individually. We have a class called social skills, which is for different children, we try to teach them what a person can do in social life, from giving the change to waiting in a line, where to sit, Atatürk's principle reforms, etiquette, moral rules, life.
Participant1	Parents Experiences in the Educational Process of Children with Special Needs \ Education Process and Its Contribution	We saw three hours of physical activity a week and one hour of individual physiotherapy... The program prepared for children of all ages and types is different. In other words, a child with autism usually has social skills. With Dila Naz, only sound is practiced, like “i”, “r” and so on. With Kadir, you work on painting, you work on drawing, you work on lines, you work on dots, you add a little bit, you work on addition, you work on subtraction, so every child is different. From some children no response can be received, and they throw themselves to the ground when they enter the class, or even it is a big thing for us that having them sit on that chair for forty minutes. These processes are very different for each student.
Participant2	Parents Experiences in the Educational Process of Children with Special Needs \ Educational Process and Its Contribution	According to the child, national education decides his education program. They write the lessons according to the skill that the child cannot do such as understanding, writing, reading ... etc. For example, my son's Turkish and mathematics were bad, now they focus more on them in rehabilitation, this changes every time when we go to get a report. They check if a report necessary for the child or which lesson the child should take, then according to the result the lessons are given.
Participant3	Parents Experiences in the Educational Process of Children	I go one day a week, he takes physiotherapy first. He's taking a physiotherapy lesson for 45 minutes. He leaves the class and rests for 15 minutes. Since he is young, they see physiotherapy in the class.

	with Special Needs \ Education Process and Its Contribution	Physiotherapy is the most important for me. He has trouble about walking and can't balance. For now, they make them do drawing work, scissors cutting, painting... that drawing, first grade class. Drawing practice teaches letters. Coloring the numbers. They cut paper with scissors. He has no strength in his hand, so he practices for holding scissors. They make them play some games and get bored quickly in class so that they don't get bored. They play it like that so they don't get bored.
Participant7	Parents Experiences in the Educational Process of Children with Special Needs \ Education Process and Its Contribution	We go to the rehabilitation center three days a week, there are additional lessons and make-up lessons, we take them. There are private lessons given by the teacher. For example, recognizing animals, making sounds... The first lesson of the week is physiotherapy, the second lesson is individual and the last lesson is individual... They get to know animals, learn their voices, and throw kisses. They learn things like that.
Participant6	Parents Experiences in the Educational Process of Children with Special Needs \ Education Process and Its Contribution	Family must accept first. Matching and cutting will all be taught at the beginning. According to the child's capacity, it will continue. If he doesn't get it, he shouldn't continue too much. Eye contact should be made first. When eye contact is made, others can be made, too. It shouldn't be expected much if eye contact isn't made. From the age of 2 to 5, my child went to the rehabilitation center continuously. At home, we repeated what my child learned at school. Sometimes progress happened and sometimes regression.
Participant5	Parents Experiences in the Educational Process of Children with Special Needs \ Education Process and Its Contribution	In physical education, the muscles of children with Down syndrome are loose. When they are loose, they have difficulty in controlling certain parts of their body such as controlling the head, standing and turning. Physical exercises are used to strengthen the muscles. We repeat the movements done there for forty-five minutes every day at home. We can call individual education as education with children. As it is done with children with normal development, children with special needs are also given exercises such as attaching, removing, sticking an object, touching different objects. In addition to these, sensory studies are carried out and these studies are very important. Because our brain is our hands. The better we use our hands, the better our brain works cognitively. That's why, we do sensory studies. We touch different objects such as wood, metal. We learn some concepts such as whether the surfaces are rough, smooth or sponged. As another work, we throw substances such as metal into the water and run it that way. These studies progress according to the month of the child. For example, when the child reaches the ninth month, he has to put on and remove the rings. It progresses step by step. For language development, studies such as making the sounds of animals on the cards are carried out.
Participant4	Parents Experiences in the Educational Process of Children with Special Needs \ Education Process and Its Contribution	We are out of intensive care. Direct physical therapy is required. Since I already took physical therapy, our teachers in the school gave training about it such as "do this, do that, let's do it this way". We started individual activities when my child was two and a half, three years old. There are activities such as drawing and making animal sounds in individual lessons.
Participant1	Parents Experiences in the Educational Process of Children with Special Needs \ Education Process and Its Contribution	I'm glad I brought my son to the delegation here, so I brought him here. My son can't say some letters at the moment; "r", "s", "sh" trying to say them, learned a little bit of etiquette, learned more respect for elders. Now he gets happier when he sees the number anywhere. He says "mom, here it says eight, here it says seven." He is trying to write but can't write, which is a little problem.

Participant2	Parents Experiences in the Education Process of Children with Special Needs \ Educational Process and Its Contribution	If no one bothered him, he was doing his lesson. He was doing the activities because he switched to reading at the same time as normal children. While going to first grade, he switched to reading at the same time as other children.
Participant3	Parents Experiences in the Educational Process of Children with Special Needs \ Education Process and Its Contribution	He was not walking at all, my child never had such a reaction. He wasn't walking at all. There is an improvement in his speech now. Some words are incomprehensible, but I understand. As her mother, she is always by my side. Things are getting better in his walking and he will see a little more physiotherapy.

What the participants agree on is that the education process contributes a lot to their children. In other words, their involvement in the education process ensures that their children develop day by day. Participant3 said *“My child didn't walk at all. He had no such reaction anything at all. He didn't walk at all. There is an improvement in his speech right now.”* In physical education, it is mentioned that movements that strengthen muscles are very beneficial. According to the participants, children develop not only physically but also socially, such as learning etiquette. Participants stated that they are aware that all trainings should not be limited to school, and that reinforcement trainings should be continued at home. For this, they said that the family should accept their children.

3.3. Expectations from Institutions and Organizations

Table8: Expectations from Institutions and Organizations

Document	Code	Segment
Participant1	Parents Experiences in the Educational Process of Children with Special Needs \ Expectations from Institutions and Organizations	My son will go to the first grade of primary school next year, so it would be better for him and for me if his background was a little stronger. You know, learning numbers, for example letters or something, so as I said, first he should know how to write these numbers, he should improve himself, and then he should move on to letters. My aim is to prepare him for the first grade of primary school. If we get some positive news from the doctors at the end of this year, we will hopefully get it, I want him to take a few steps, walk, use words and improve as much as the children at his age.
Participant2	Parents Experiences in the Educational Process of Children with Special Needs \ Expectations from Institutions and Organizations	That's why, more things need to be done and environmental awareness should be raised so that such children can receive more education and socialize. We should bring normal children to where such children are and they should grow up by knowing that such children are human like us, we should treat them better and they exist in our lives.
Participant3	Parents Experiences in the Educational Process of Children with Special Needs \ Expectations from Institutions and Organizations	They should be understanding. Some of them get angry. The teachers and cleaners get angry sometimes. They say, 'you make dirty and throw the garbage on the ground' and get angry. There's nothing else to do. Either they will not do that job or they will accept the situation with understanding.
Participant7	Parents Experiences in the Educational Process of Children with Special Needs \ Expectations from Institutions and Organizations	I talk when I don't want something. They call me a few times a month if I have a complaint. A couple of times, the service was very full, there was no place for me to sit and my daughter had a runny nose and I didn't get on. That day, we didn't go. Then they called me immediately to ask if there was any problem. I said that my daughter had a runny nose and also warned that the bus service was very full on Wednesdays.

Participant6	Parents Experiences in the Educational Process of Children with Special Needs \ Expectations from Institutions and Organizations	For example, special education specialists can be increased. These children always have to take private lessons and schools are closed now. Without education, there will never be a decrease. Unfortunately, teachers increased their tuition fees even more during the pandemic period. The state can help. In fact, we expect a lot of support. We want them to be trained by experts in their field.
Participant5	Parents Experiences in the Educational Process of Children with Special Needs \ Expectations from Institutions and Organizations	The fulfillment of my needs, the full fulfillment of my and my child's rights.

Families with children with special needs have expectations from various institutions and organizations. In this sense, expressing these expectations of families is important to increase the awareness of the aforementioned organizations (Yazıcı & Durmuşoğlu, 2017). The biggest expectation of the participants from the institutions and organizations is to provide education that will contribute to the development of their children. In this sense, they demand that all their needs be met and their rights be protected. For this, they want them to increase special education specialists, to conduct practices that will facilitate their children to receive more education and socialize their children. Considering that all these will be primarily by helping their children's physical and individual development in an educational sense, they express that they have expectations in this regard. At all these stages, they ask the institution officials to develop an understanding attitude. For example, participant3 stated *"they should be understanding. Some of them get angry. The teachers and cleaners get angry sometimes. They say, 'you make dirty and throw the garbage on the ground' and get angry. There's nothing else to do. The children can not understand as they are disabled."* and wanted institutions and organizations to be understanding towards themselves and their children.

In a similar study, parents expect institutions and organizations to increase inclusion practices, to have more classes for children with special needs, to increase individualized education practices, to spread rehabilitation centers, and to enrich education and materials (Kaytez et al., 2015).

4. Child care and limitations

Table9: Child care and limitations

Document	Code	Segment
Participant1	Parents Experiences in the Educational Process of Children with Special Needs \ Child care and limitations	It's really hard to take care of... she can't express herself, she can't walk, she can't speak, she is very, very angry these days. She's just starting to talk; mom, dad, grandfather, baby food, ... etc. We've been waiting for the orthopedic's information for two weeks, and even my husband said today, "Where do you think my daughter's condition will be a little better?" He has been seeing and looking after my daughter at home for a month and a half. My daughter got very angry yesterday, she shouted and screamed, I don't know what she was angry about. It's really hard, for example, you can't explain it to her while talking. For instance, she loves to go outside, and she cries when she comes home. She stumbles for half an hour. If you put something in front of her, she throws and breaks it. If you give the glass, she throws it away. She gets angry when we take something from her hand. At that time she tries to bite us if she catches us. This situation happens, especially when she gets angry.
Participant7	Parents Experiences in the Educational Process of Children with Special Needs \ Child care and limitations	For example, it would be better if there was someone who took care of a few more hours in daily life. If I had the opportunity to hire a private tutor at home, I would hire a private tutor, I really want it.
Participant6	Parents Experiences in the Educational Process of Children with Special Needs \ Child care and	My kid is still unable to put on his clothes and go out on his own. But he meets her own needs such as food and toilet. For example, he says let's brush teeth, but I have him brushed.

	limitations	
Participant4	Parents Experiences in the Educational Process of Children with Special Needs \ Child care and limitations	Exactly because right now they are trying to make my daughter walk. My daughter cannot press because she has stiffness in one of her feet, for example, there are chairs that are smaller than this, and our teachers made her sit in the physical therapy room, but they said that they couldn't have her stand up. Because she is really trying to stand on her toes, she is afraid to step on the ground because she has stiffness in her leg. All my daughter's problem right now is health. If we go to the right doctor, I hope she will get better.
Participant1	Parents Experiences in the Educational Process of Children with Special Needs \ Child care and limitations	I neglected Kadir these days, there was a guest in my house. This time he was very interested in the phone. After coming here, he knows all the numbers right now, even if you write it or say them in a mixed order, he knows. He has a little difficulty in writing. He writes once or twice, and gets angry when he does not write the third. He says only "I will not write this, I will not do that."

Those have children with special needs have a primary impact on the education of children. Therefore, if parents, who are the main factors in the lives of children with disabilities, spend the first years of their children with conscious and qualified support, it will ensure both that the child will spend the first years of his life that affect the child's whole life with the least affected by the negative effects of his disabilities, and that the child will start education early. In addition, it will facilitate this difficult process (Yıldırım & Akçamete, 2014). In this study, the participants who have children with special needs stated that they had a lot of difficulty in caring for the child due to their disability. For example Participant1 expressed the difficulty she faced in care by saying *"It is really difficult to care... he cannot express himself, cannot walk, talk ..."*. According to the participants, the physical or mental limitation of the children sometimes creates tension in them, and this situation makes it even more difficult to care. Therefore, they expect support from experts. Participant7 conveyed her request with her discourse on this subject: *"For example, it would be better if there was someone who was interested in daily life for a few more hours. If I had the opportunity to have a private tutor at home, I would hire a private tutor, I would like it very much"*..

5. Support from close people

Table10: Support from close people

Document	Code	Segment
Participant1	Parents Experiences in the Educational Process of Children with Special Needs \ Support from close people	That is, my father, I can't go anywhere at the moment due to the pandemic process, so sometimes I go to my mother occasionally, I have a nephew there who is one year older than my son. When we go to my mother with my son, my nephew is currently taking lessons on the internet, my son starts to write numbers on his own by looking at him. He says "mom, I am doing homework. That is, we can't support that much at the moment.
Participant1	Parents Experiences in the Educational Process of Children with Special Needs \ Support from close people	I'm very tired, believe me, I can't find time for myself. For example, I can't pick up the phone, I can't watch anything or read a book, but I'm trying to teach something to my kid, I spend money on him. Time is running out with the housework, cleaning, sending the husband to work. I'm getting tired, but I'm thankful, too. There is goodness in every thing. It's a difficult process.
Participant1	Parents Experiences in the Educational Process of Children with Special Needs \ Support from close people	My husband is a little impatient, he says, "why isn't she walking?" I mean, the girl has a problem, she has a stiffness in her leg, they are just trying to make her walk, she's afraid. Maybe it hurts when she presses and she can't say.
Participant3	Parents Experiences in the Educational Process of Children with Special Needs \ Support from close people	I have a 13-year-old son. He has my kid do his homework. I have him do it a little bit as much as I understand. My husband has it done... My mother-in-law is blind anyway, she has diabetes and glaucoma. My mother already lives in the village. I have my sister, they are far away. They cannot come. ... this situation makes me tired, but I have to do it. I'm already

		diabetic ... When I'm bored, my home work remains to take care of the children. If you have to give birth to your child, you will have to take care of everything about your child.
Participant7	Parents Experiences in the Educational Process of Children with Special Needs \ Support from close people	I just can't keep up with the housework while taking the child to the institution. Other than that there is no problem.... I get a lot of support from my husband, neighbor and son.

As seen in the previous heading and Table 8, mothers have difficulties in caring for children with special needs. While some of them can receive support from their close people, some cannot. Those who received support generally stated that they received support from other healthy children, partners or neighbors. Those who did not receive support said that they could not spare time for themselves, sometimes they could not keep up with household chores and that they were not satisfied with this situation, but still were grateful. According to the findings of a similar study, families stated that they did not receive any social support from their environment (Kurt et al., 2008). Social support is of great importance for human life. Because social support networks alleviate the problems experienced by families and make it easier for them to face these problems. In this sense, it is necessary to reveal the problems experienced by families who have children with special needs in their social relations and to strengthen their social support networks (Yüksel & Tanrıverdi, 2019).

6. Financial Support

Table11: Financial support

Document	Code	Segment
Participant1	Parents Experiences in the Educational Process of Children with Special Needs \ Financial Support	They didn't even give stationery help.
Participant3	Parents Experiences in the Educational Process of Children with Special Needs \ Financial Support	I take pen holder, pen, bag, scissors, everything myself. There is everything in pencil holder.
Participant3	Parents Experiences in the Educational Process of Children with Special Needs \ Financial Support	I don't get any support, only my husband works. We applied for salaries. We didn't get as my husband has insurance. I applied for care allowance. It was said that our last year report should be updated. We updated the report, it still didn't work. We got a report again, this time I couldn't go because of the pandemic.
Participant7	Parents Experiences in the Educational Process of Children with Special Needs \ Financial Support	I think that I get enough financial and moral support from the state regarding the education of the child. There are private services, there are private teachers. If the state did not provide this support, I would not be able to receive special education. We do not pay any fees, it is fully paid by the state. For example, we expect language therapy, my child needs language therapy. Our institution does not have it at the moment, they will bring it to their newly opened buildings. My child can understand everything but cannot speak. It just says mom and addi. He wants to talk very much, but he needs to get language therapy training, and it will be in the new building of the institution. I am waiting for that.
Participant6	Parents Experiences in the Educational Process of Children with Special Needs \ Financial Support	Unfortunately, the government doesn't care. With the money going so far, a car and a house could be bought. Even if the state paid half of it, it would be enough. Another name for autism is the disease of the rich. I can't even imagine the guilt I would have felt if I hadn't been in my condition and hadn't been able to do these things. The state needs to take a hand.

Participant5	Parents Experiences in the Educational Process of Children with Special Needs \ Financial Support	Yes, I think we get enough support from the state regarding the education of the child. The biggest support for us right now is that we receive free special training. Because under normal circumstances, our budget would not be enough. Even a single session is around 300-400 TL per week for special training in physiotherapy, 600 TL if we include individual training, and we cannot afford it. But the state allows us to receive these trainings free of charge.
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It is anticipated that families who have children with special needs will experience financial problems. Because families who have children with special needs spend more than others. Therefore, they also await support in this issue. The state supports families who have children with special needs according to the report level. As a matter of fact, for the equal and full participation of children with special needs in society, it is necessary to remove the structural negative situations and have the opportunity to have appropriate educational choices. As the provider of this, it is the state with the understanding of social state (Çağlar, 2009). The social state should support and even encourage special education schools for the education of disabled people. Supporting educational institutions indirectly means supporting the families of children with special needs financially by the state. (Korkut, 2009; Alpagut, 2004). Studies have also made requests by families for the regulation of care fees for their children (Sucuoğlu, 1995). While the majority of the participants find this support sufficient, some do not find this support sufficient. For example, participant5 expressed her satisfaction by saying *“Yes, I think we get enough support from the state regarding the education of the child. At the moment, the biggest support for us is that we receive free private training. Because under normal conditions, our budget is not enough. Even a single session is around 300-400 TL per week in physiotherapy in special education, and around 600 TL if we include individual training in it and we do not have the budget to afford it, but the state allows us to receive these trainings free of charge.”*. On the other hand, there are participants who do not find the support of the state regarding education sufficient. It has been stated that especially those who have children with autism and special needs do not receive enough support from the state. It was stated by the participants that they were not helped about stationery during the training processes.

7. Coping With Troubles

Table12: Coping with Troubles

Document	Code	Segment
Participant2	Parents Experiences in the Educational Process of Children with Special Needs \ Coping with Troubles	I tried to help him as much as I could by calming him down. "Son, he's your friend, you'll make up tomorrow." I said. I didn't do anything for myself, or rather, of course, as a mother, I felt sorry for his situation. All I did was feel sorry for myself, why is it like this, why, because there was nothing else I could do.
Participant7	Parents Experiences in the Educational Process of Children with Special Needs \ Coping with Troubles	I warn when there is something I am uncomfortable with. For example, when I had a problem with the driver at the previous school, I turned the driver away from the door once, and a few times when my son came with me or when they called me because the shuttle was coming, I didn't want him to come.
Participant6	Parents Experiences in the Educational Process of Children with Special Needs \ Coping with Troubles	I've never thought of this before. I restrain myself with coffee. I sometimes distract my child with the lesson during tantrums. Sometimes I lay on the floor and follow a method our teacher taught during a tantrum. My child changes with them.
Participant5	Parents Experiences in the Educational Process of Children with Special Needs \ Coping with Troubles	I usually go after the problem. When there is a problem with the institution, I seek my right to the end. I apply where and how I need to apply.

As the last category, strategies for coping with the troubles faced by mothers who encounter with the education process were included. Various models have been developed to explain the reactions of families who have children with special needs. According to the stage model, the responses of families who have children with special needs consist of eight periods and three stages. The first stage consists of the period of shock, rejection and depression, the second stage consists of the period of confusion, guilt and anger, and the third stage consists of the period of negotiation, acceptance and adaptation (Yazıcı & Durmuşoğlu, 2017). In this study, participants stated that they were trying to keep their calmness at that moment, even though they were sorry about the

situation. Also, they said that when there is an issue that they are uncomfortable with about their education process, they convey this situation to the authorities and thus they can solve the problem.

Result

Families who have children with special needs face many social, economic and psychological problems. One of the areas where children experience problems is education. Therefore, in this study, it is aimed to evaluate the educational processes of children with special needs from the perspective of the family (mothers who seem to be more interested ones). For this purpose, within the framework of the basic question "What are the troubles experienced by children with special needs in the education process?", the questions arising from the school, teachers, children themselves, how mothers deal with these problems and what they expect from institutions and organizations related to the problems they experience were investigated. The answers to the questions are limited to the answers of seven participants. The content analysis of the data was done through qualitative data analysis at maxq.

As a result of in-depth interviews, the education-related processes of the parents (mothers, since all of the interviewees are women) starts with getting a report so that they can start education free of charge. Next step is the schools, the institution where they start their education and continue. Mothers stated the fact that the school is generally not designed according to the disability of the children, the schools consider parents as customers they earn money due to the fees they receive from the state and that they cannot get enough guidance service causes troubles.

The education process has three parts. The first is the school, the second is the teacher, and the third is the child him/herself. After conveying the above-mentioned school-related problems, there are mothers' observations about the teachers. Because teachers are the people with whom families who have children with special needs interact the most during the education process. Although they are satisfied with the teachers on this issue, the participants generally want their children to receive training from teachers who are experts in their fields. They also demand teachers to pay close attention to their children. In addition, there are troubles caused by the child, who is the most important actor of the education process. The most important of these is that children get bored and run away from the lesson. Apart from this, the fact that children in the inclusive class are excluded by other children is another one. Regardless, the participants stated that the education process contributes a lot to the physical and social development of their children.

Participants said that their biggest expectation from institutions and organizations is to provide education that will contribute to the development of their children. However, they ask the authorities of the institution to be understanding towards them and their children in their children's education processes. Also, among the participants, there are some who emphasized that they could not get enough financial support.

Finally, the participants stated that they had difficulties in caring for the child due to their disability. They stated that they could not get enough support from their close people in this regard, so that they could not spare time for themselves, sometimes they could not keep up with household chores and that they were not satisfied with this situation, but they were still grateful. Participants stated that when they have difficulties in the education of their children, they immediately inform the authorities and that the authorities generally make an effort to solve the problem.

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