



Disability and acceptance



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Introduction

Kőszeghy and Parragh (2016): The disability was present different historical ages

Bánfalvy (2012:19.): „Physical or mental deviation from the usual...”

Mesterházi and Szekeres (2019): The issue of the importance of segregation and integration is debated nowadays

Papp (2004): People on the healthy social group do not want to take on the difficulties necessary to establish relationships with handicapped people

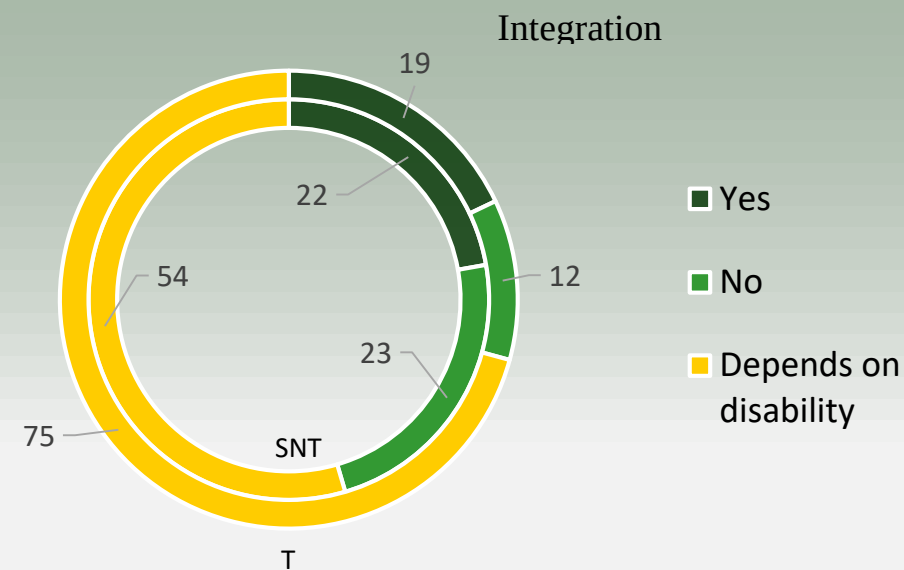


Figure1 Opinions of teachers and special needs teachers about integration (N=205 Sign.=0,032)

Materials and methods

Targeted questionnaire survey electronically and handouts

Questionnaire evaluation with SPSS program

205 fills

106 educators 99 special needs teachers

155 of them work institutions what are operated by the state

Hypotheses:

1. The educators are less receptive with the social distance decreases
2. Educators believe that people are less acceptable with handicapped people
3. The special needs teachers are more accepting than other educators

	Not at all		Rather not		Rather yes		Fully	
	T	SNT	T	SNT	T	SNT	T	SNT
Mild	6	6	42	47	44	32	14	14
Moderate**	8	24	63	56	31	18	4	1
Severe**	34	51	51	42	17	6	4	0

Table 1: Social acceptance according to teachers (N=205 Sign. ***<0,001, **0,001-0,01, *0,01-0,05)

Results

- 129 people support integration depending on their disability (Figure 1)
- 41,5 % of educators would fully accept the student with the mild intellectual disability in their child's class, although in the case of moderate and severe intellectual disability this proportion would be results reversed, 41,5% and 43,4% would rather not accept (Table 2)
- The educators believe that the society is more unacceptable the people with mild (43,4%), moderate (58%) and severe (45,4%) intellectual disabilities (Table 1)

Social distance

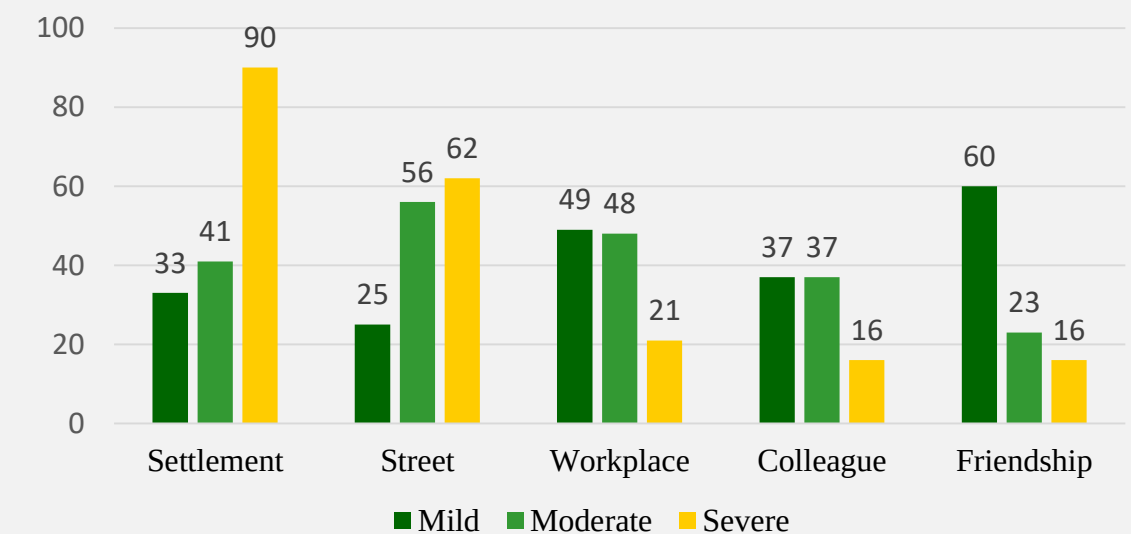


Figure2 Acceptance of teachers as a function of social distance (N=205)

	Settlement		Street		Institution		Class		Friendship		Relationship	
	T	SNT	T	SNT	T	SNT	T	SNT	T	SNT	T	SNT
Mild	3,6	3,8	3,6	3,7	3,4**	3,7**	3,1	3,2	3,1***	3,5***	2,3*	2,6*
Moderate	3,6	3,7	3,6	3,7	3,3***	3,7***	2,7	2,9	2,7***	3,4***	2,3*	2,0*
Severe	3,6	3,7	3,6	3,7	3,2**	3,5**	2,5	2,5	2,6***	3,1***	1,8	2,1

Table 2: Educators accept people with mild, moderate and severe intellectual disabilities in their child's life (N=205 Sign. ***<0,001, **0,001-0,01, *0,01-0,05)

Conclusion

- Educators would only accept only a few types of disabilities in their own child's classroom (hearing, visually, physical and speech impaired people)
- According to the educators' opinion the society adapt to people with disabilities who have a mental disability in a smaller proportion.

References

1. Bánfalvy Csaba (2012): Gyógypedagógiai szociológia. ELTE Bárczi Gusztáv Gyógypedagógiai Kar, Budapest
2. Kőszeghy és Parragh (2016): A fogyatékoság jelensége a történelemtudományban In: Zászkaliczky Péter és Verdes Tamás: *Tágabb értelemben vett gyógypedagógia*. ELTE Eötvös Kiadó, Budapest 515-536.
3. Mesterházi Zsuzsa és Szekeres Ágota (szerk.) (2019): *A nehezen tanuló gyermekek iskolai nevelése*. ELTE Bárczi Gusztáv Gyógypedagógiai Kar, Budapest
4. Papp Gabriella (2004): *Tanulásban akadályozott gyermekek a többségi általános iskolákban*. Comenius, Pécs