

INTELLECTUAL OUTPUT 1- SPAIN

1. General background information

Spain is a state located on the Iberian Peninsula in southwestern Europe, and it counts with two large archipelagoes, the Balearic Islands in the Mediterranean Sea, and the Canary Islands, in the North African Atlantic coast. It also has two cities, Ceuta and Melilla, in the North African mainland and several small islands in the Alboran Sea near the Moroccan coast. It has a total area of 505,990 km² and it is considered the largest country in Southern Europe.

Spain is a parliamentary democracy and constitutional monarchy. The current Spanish king is Felipe VI. It is a middle power and a major developed country. Spain's capitalist mixed economy is the 14th largest worldwide and the 5th largest in the European Union, as well as the Eurozone's 4th largest.

In 2008 the population of Spain officially reached 46 million people. 88% of the population are native Spaniards. Another 12% is constituted by immigrants, mainly from Latin America and North Africa. The capital is Madrid, with 3,165,235 citizens. Spain is also considered a plurinational country, with distinct traditional identities with different languages. These populations include the Basques, Catalans, Galicians, Andalusians and Valencians.

State education in Spain is free and compulsory from the age of six to sixteen. The current education system is regulated by the 2006 educational law, LOE (Ley Orgánica de Educación), or Fundamental Law for the Education.

1.a. Description for parents of children with special needs

According to the current regulations, both the student and the family are part of the community and they participate proactively, since they are the main protagonists. Families and school share a common objective: the educational success of the students. Family and school are two worlds that need to be recognized to make good accompaniment to the students.

Although parents feel there may be not the ideal support system at times, according to the Department of Education, families constitute a central part of the educational community and the schools must be conceived as an essential entity to develop the projects. Parents of children with special needs are taken into account at any moment of the process. In fact, the relationships between family and school are based on mutual respect, trust and acceptance of singularities of

each one. There are not two equal teachers, neither two equal families. Contact and relationship with the families must allow the models of intervention and relationship with children to be enriched. It is needed that families felt understood, that they have spaces for participation within the educational project and are counted on them for to the development of the educational assistance of their children.

Educative policies enhance a tendency towards an inclusive school, which means leaving behind the simple participation of the family in targeted programs for teachers in favour of the creation of new avenues for parental involvement in decision-making and in the educational process of their children. This involves an implication with a collaborative model between professionals and families, in which one and the other recognize mutually necessary knowledge and expertise, which focus on enrichment and the opportunities that are generated beyond the needs.

This fact is even more relevant when it comes to students with special educational needs, given the conditions of vulnerability that often go with their development and learning process. The collaboration of families thus, is a central key for the detection of the needs of the students, and to be able perform the psychopedagogical evaluation when necessary.

2. National statistics

According to the *Estadística de las Enseñanzas no Universitarias*, carried out by the *Subdirección General de Estadística y Estudios del Ministerio de Educación, Cultura y Deporte*, Spain has a total of 2.9% of the students (173.797 out of a total of 8.101.473) with special needs (see Table 1).

		Percentage
Sex	Boys	66.84
	Girls	33.16
Type of disability	Hearing impairment	4.33
	Motor impairment	7.71
	Psychological impairment	37.39
	Visual impairment	1.84
	Developmental disorders	17.45
	Behavioural disorders	22.35
	Pluridisability	6.01
	Others	2.91

According to latest reports, two out of these three children are boys and Spain is, together with countries like Luxemburg, Italy and the U.K. one of the countries with lower percentatge of students with special needs.

3. Inclusion policies in Spain

The Educational System in Spain arranges the necessary resources for pupils with temporary or permanent special educational needs to achieve the objectives established within the general programme for all pupils.

The public administrations give all the students the necessary support from the beginning of their schooling or as soon as they are diagnosed as having special educational needs. It is thus, important to take into account that school teaching is in all cases adapted to these pupils' needs. Didactic plans lead to programmes, which have to take into account the pupils' needs and characteristics. Additionally there is an educational project, where the objectives and the educational priorities are established, along with the implementation procedures.

The Act on the Improvement of the Quality of Education (LOMCE, 2013) considers four types of specific educational support needs:

1. Students with special educational needs
2. High-ability students
3. Late entries into the Spanish education system
4. Specific learning difficulties.

Among the ordinary measures that the Spanish Educational System offers for attending to diversity, there are: successive levels of curricular formulation, involving the progressive adaptation of the official curriculum and optional areas and subjects, the organisation of reinforcement and support activities in educational establishments, and specific grouping. Once ordinary measures of attention to diversity have been applied and have proved to be insufficient to respond to the educational needs of an individual pupil, the education system considers a series of extraordinary measures. These include repeating a cycle or school year, significant curricular adaptations, support measures for pupils with special educational needs, curricular diversification and, as a last resort, social guarantee programmes.

3.a. Inclusion policies in Catalunya

Booth (2002) emphasizes that inclusive education is constituted by a body of values that impregnate both culture, such as educational policies, and teaching-learning practices, which make it possible to ensure that all people, regardless of their socio-economic and cultural origin and their innate or acquired capacities, have the same learning opportunities in any educational context. This, at the same time, helps to create more equal and fair societies.

In order to create inclusive cultures, Education Department understands that it is highly necessary a permanent and renewed dialogue with the families and the environment. The development of inclusive policies in the centers is based on the development of a school for all of the students. Schools must organize the resources properly to ensure diversity attention within their educational programs, which at the same time consider the participation of students and their families as a central part of the program development. In these plans, there are the measures and the supports minimizing the access barriers which any Student with special needs may find. Inclusive practices are the reflection of culture and inclusive policies. The development of these practices focuses on two aspects:

- Providing resources for the learning process and mobilizing resources to promote flexible educational projects that have the co-responsibility of all the teaching teams.
- Organizing classroom activities that promote autonomy and collaborative learning among students.

4. Support programs for parents in Spain

References

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RESEARCH METHODOLOGY

1. Sample - Participants (social demographic characteristics) number,...

The total sample at the moment of this intellectual output was 103 parents. 55 subjects of these 103 were females (42.3% of the total sample), while 36 were males (27.7%) and the other 39 (30%) did not specify this information.

Also, the majority of the parents were 45 to 56 years old (45.4%), followed by those who were 35-44 years old (32.3%). This data is congruent with the information about parents in general population, since in Spain parents tend to have children relatively late.

Regarding education, it is important to note that 40 parents (30.8% of the total) reached middle school. 31 parents (23.8%) studied a high-technical course and 37 (28.5%) studied in university. Contrary to popular belief, only a minority (5 parents, 3.8% of the total) had elementary studies.

The majority of parents who participated in the study (102, 78.5%) were married, followed by 14 (10.8%) divorced parents, 7 single parents (5.4%) and 5 parents who held an extramarital relationship (3.8%). This majority of parents being married is totally consistent with the cultural tradition in Spain, where marriage is still very prevalent.

When analysing employment and income, there was high variability. 47 parents (36.2%) were working full-time, while 40 parents (30.8%) worked part-time. The other 43 parents (33.1%) did not have a job at the moment of evaluation.

Although it is a question that some parents like to avoid, in this variable we did not have missing data, so we can say that about a 30% of the total amount of parents had incomes between 1.500 and 2.500 euros per month. In the context of Spanish economy these figures can be considered among low and average incomes for a household.

The number of children that the parents have constitutes another variable very much in accordance with the culture. In the sample a total of 60 parents (46.2% of the total sample) had two children. This group was followed by 28 parents (21.5%) who had only one child and 25 parents (19.2%) who had three or four children. A minority of 3 parents (2.3%) had more than 4 children.

2. Procedures of data collection

The sampling in Spain counted with the collaboration of the Education Department during the whole process.

First of all, the research team in Spain (GROP) asked for permission to the Department to carry out the investigation. In order to achieve this permission, the responsible figures of the Department heard about the project and its functioning, as well as all the important characteristics and benefits of it.

Once the permission was achieved, the same procedure was followed for the Head Directors and Management Teams of the existing schools for children with special needs in the region of Lleida. Several meetings were carried out in order to inform and give the materials of the sampling. Additionally, we considered convenient to disseminate all the information we had through the schools. From the department there was also an important dissemination process.

Once these two phases were finished, schools gave the tests to the parents, who filled and completed the protocol. Finally, schools gave us the tests and questionnaires for further analysis.

It is important to take into account that, Education Department also advised us to gather sample in ordinary schools, where there might be a certain amount of children with special needs who are following an inclusive program. Therefore, we extended a second sampling stage for this schools that is taking place right now. Thus, our sample will become bigger in number of parents within the following months.

3. Results

Results for the gathered data in Spain show some interesting relationships among variables.

First of all, when running correlations among the variables included in the study, the first thing that is important to stress is the fact that *Emotional Warmth* does not show any statically significant relationship with any other variable. However, when studying the negative aspect of communication, that is *Negative Communication*, many variables appear to show an important and statistically significant relationship. Specifically, variables that show signification are: *Parenting Stress* (.335**), *Goals* (.249**), *Impulsivity* (.245**), *Strategies* (.401**), *Difficulties in Emotion Regulation* (.265**), *relsat* (-.285**).

The fact that this correlations are moderate may indicate that, although there may be a certain overlap among constructs, the variables are certainly different and assess different aspects of negative communication and emotional field of the parents. However, it is evident that these variables show a strong relationship. It is only logical then, that according to results, when there is a negative communication among parents, there is also an increased level of stress, major difficulty to regulate impulsivity and establish goals, and a less effective way to develop strategies to regulate emotions.

Once this was established, it was important to check if there were differences among sex. Differences among males and females were explored with a T-test. Table 1 shows the results that were obtained for this analysis:

	t	gl	Differences among average	Standard Error	Sig. (bilateral)
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Emotional Warmth	-1.035	79	-.15210	.14701	.304
Negative Communication	-.515	85	-.08722	.16930	.608
General Stress	1.498	79	.24343	.16250	.138
Prenatal Stress	.263	89	.03140	.11959	.794
SDC part	2.135	81	.47359	.22182	.036
SDC	1.097	80	.21207	.19326	.276
Awareness	1.625	78	.18071	.11118	.108
Clarity	-1.763	78	-.25817	.14647	.082
Goals	.448	88	.07879	.17603	.656
Impulsivity	-.201	87	-.03333	.16558	.841
Non acceptance	1.334	88	.22900	.17167	.186
Strategies	-.047	87	-.00864	.18476	.963
DERS total	.536	88	.05556	.10358	.593
Support	-.164	79	-.02338	.14270	.870
Communication	-.529	79	-.10608	.20049	.598
Trust	-.798	79	-.13627	.17074	.427
Respect	.270	79	.03614	.13392	.788
Lonely	.141	79	.03168	.22407	.888
Belong	1.064	79	.26828	.25218	.291
Relationship	.438	79	.04133	.09430	.662
Relationship Satisfaction	-.252	75	-.03865	.15327	.802

Table 1. Comparison among average scores for males (N=32) and females (N=49).

As table 1 shows, only SDC scale showed statistical signification ($p=.036$). However, it is of the important to take into account that, as it was described in the demographic information section of the present document, 39 parents (30% of the total sample) did not specify their gender information. This fact thus, may vary in some way the final signification of the comparison.

Another analysis that was carried out was the ANOVA test in order to compare the scales depending on the education of the parents. Results are described in Table 2.

	Sum of square	df	Square average	F	Sig.
Awareness	1.761	4	.440	1.443	.225
Clarity	2.502	4	.626	1.648	.168
Goals	3.681	4	.920	1.450	.222

Impulsivity	1.686	4	.422	.741	.566
Non Acceptance	1.465	4	.366	.554	.697
Strategy	3.959	4	.990	1.513	.203
Difficulties in Emotion Regulation	1.282	4	.320	1.317	.267
Support	1.626	4	.407	1.126	.348
Company	3.093	4	.773	1.071	.374
Trust	5.773	4	1.443	2.729	.033
Respect	1.926	4	.482	1.359	.253
Loneliness	5.648	4	1.412	1.604	.179
Belonging	12.188	4	3.047	2.741	.032
Relationship	1.355	4	.339	2.107	.085
Relationship Satisfaction	.619	4	.155	.359	.837

Table 2. ANOVA procedure for the scales depending on education level.

As it can be observed, only *Trust* and *Feelings of Belonging* showed statistically significant differences among groups. Therefore, the feeling of trust and the degree of feeling comfortable belonging to the group changed depending on the education level of the participants. More specifically, Figure 1 shows how parents with higher education (university level) were the ones that reportedly had higher scores in *Trust*, being these differences statistically significant.

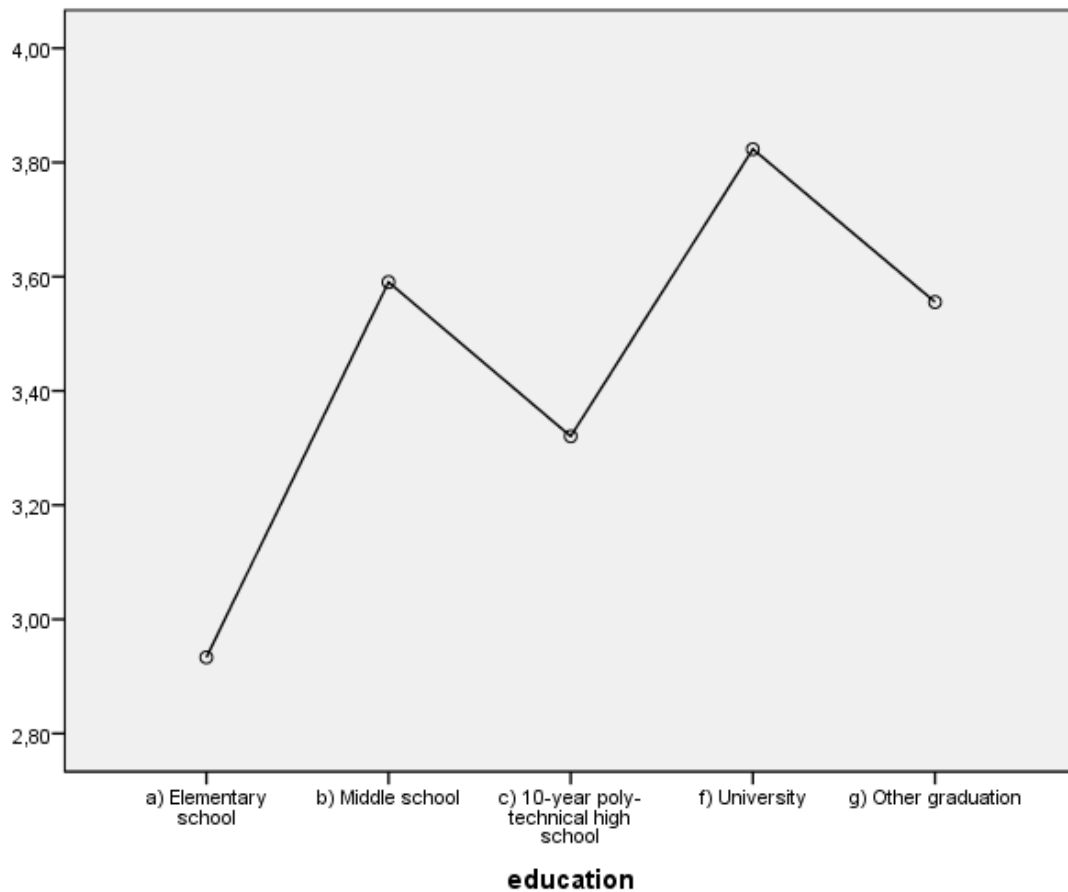


Figure 1. Scores of *Trust* scale for each level of the variable *Education*.

Similarly, when analysis the statistically significant differences for the variable *Belong* for each level of the variable *Education*, parents with university studies show a firmer and higher feeling of belonging to the community. In a different manner, those parents with the lower levels of education also had the lowest scores in the scale, indicating that their feeling of belonging is much lower, as it can be observed in Figure 2.

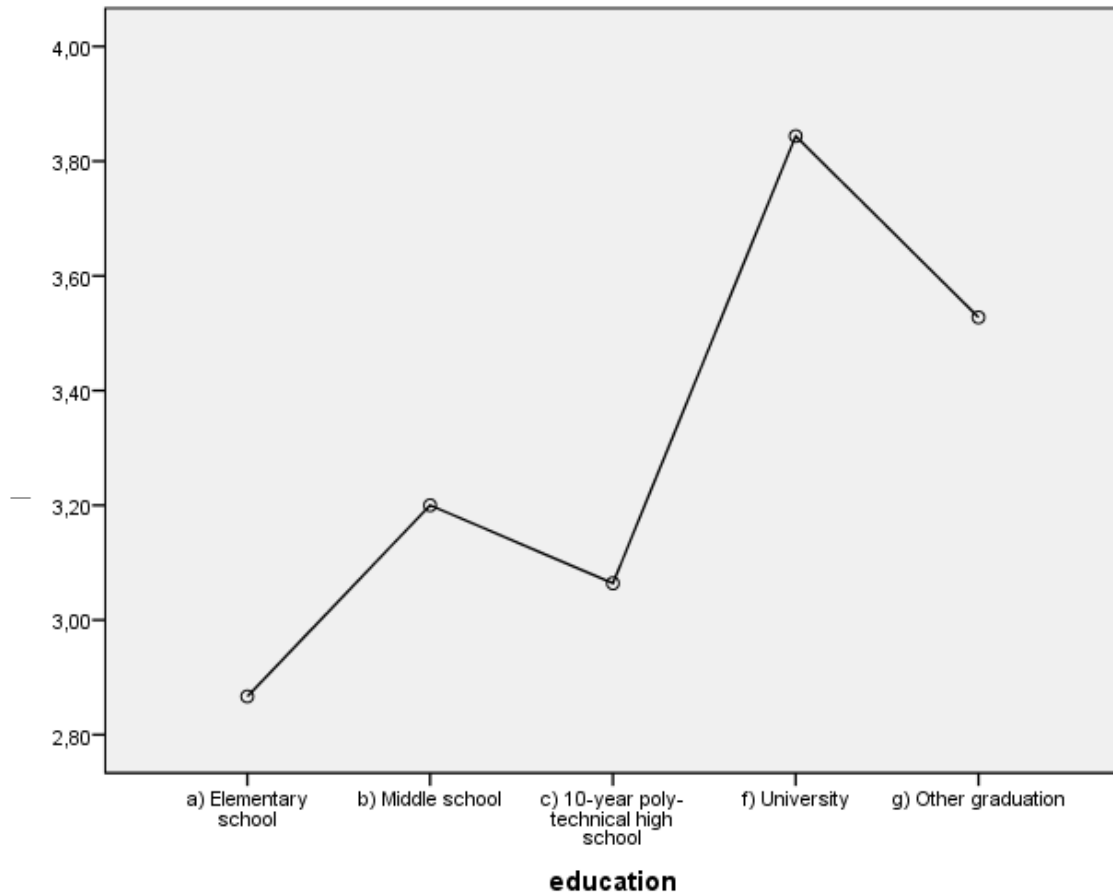


Figure 2. Scores of *Belong* scale for each level of the variable *Education*.

All in all, although the sample is modest, results of the Spanish sample show that there is an undeniable association between communication, especially the negative one and stress. Also, education levels proved to be a variable to take into account, since higher education levels of the parents seem to act as resilient or protective factors. Additionally, although gender differences were not clear in the present analysis, more sample should be analysed in order to realise if the experience of having a child with special needs is experienced in different terms according to the gender of the parents. Future analyses in the project will seek and study these variables and will further explore the relationship among these variables.